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ABSTRACT

This document defines what Kansas students should know and be able to accomplish in civics--government, economics, geography, and history. The document focuses on knowledge and skills related to the human experience and is intended as a framework for curriculum, instruction, assessment, and teacher preparation. In democratic societies, a working knowledge of these disciplines is essential to effective citizenship. The document is organized by disciplines with each discipline embodying a distinctive mode of thought. Every effort has been made to respect and reinforce the integrity of these disciplines. Standards (a general statement of what a student should know and be able to accomplish in academic subjects), benchmarks (a specific statement of what a student should know at a specific time), and indicators (a specific statement of knowledge and skills, which a student demonstrates to meet a benchmark), which are rich in content, are presented by grade level as well as discipline. The benchmarks for this document are defined for grades 2, 4, 6, 8, and 11. Appendices are: (1) "Glossary"; (2) "Geographic Locations to Know"; (3) "Geographic Locations to Know for the Assessment with Modifications"; (4) "World History Content Outlines"; (5) "Interdisciplinary Approach Ideas"; (6) "Do You Know the Requirements"; and (7) "Resources." (BT)

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ED 478 399

# Kansas

# Modified Assessment Indicators

## For

## Civics-Government, Economics, Geography and History

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# *MISSION STATEMENT*

*The goal of civics/government, economics, geography, and history curricula is to enable students by systematic study to acquire the knowledge, skill, and judgment to continue to learn for themselves; to participate intelligently, justly, and responsibly in civic life, and in deliberation about local, national, and international issues; and to enrich private life.*

# PREFACE

In April 1998, the Kansas State Board of Education appointed a committee of teachers, social studies professionals and citizens to define what Kansas students should know and be able to do in civics-government, economics, geography, and history. The committee's work included research into state and national standards and best practice, analysis of input from teachers and the public, and the creation of several drafts and revisions. This document focuses on knowledge and skills related to the human experience and are intended as a framework for curriculum, instruction, assessment, and teacher preparation. In democratic societies, a working knowledge of civics-government, economics, geography and history is essential to effective citizenship.

This document is organized by disciplines. Each discipline embodies a distinctive mode of thought, and every effort has been made to respect and reinforce the integrity of these disciplines. Standards, benchmarks, and indicators, which are specific and rich in content, are presented by grade-level as well as by discipline. While intending to provide a uniform guide for instruction, the standards are not intended to define how and when content is taught. These decisions are left to teachers and local districts.

The integration of knowledge drawn from distinct disciplines is an important issue in all learning, nowhere more so than in those that deal with the human experience. Key social studies learning's emerge from the disciplines of civics-government, economics, geography, and history, which are interrelated and support each other. Therefore, for meaningful understanding students need learning experiences built upon major concepts across disciplines *(See Appendix 4 for Interdisciplinary Ideas)*. A concerted effort was made to ensure that benchmarks and indicators could be accomplished in the classroom using an integrated approach, if desired. For example, fifth grade teachers presenting the historical basis for the American Revolution can effectively incorporate civics-government, economic, and geography indicators at the same time. In addition, students can build understanding about the major concepts in successive grade levels.

Beyond shaping student instruction and assessment, these standards are intended to provide direction and guidance for staff development and teacher preparation and recertification. Underlying this document is the belief that both subject knowledge and teaching expertise are essential for effective instruction.

**If you are a teacher...** This document will help you understand state standards in each discipline and how they can be used in your classroom. Indicators for state assessment are clearly spelled out. Instructional suggestions are interspersed throughout the document and will help you in planning instruction.

**If you are an administrator or curriculum specialist...** This document will help you design and deliver local curriculum in each discipline. It will help you align district curriculum with Kansas standards. Indicators marked for assessment provide additional guidance to the district.

**If you are a pre-service teacher or college/university faculty member...** This document provides guidance for preparation of teachers in each discipline. It clearly spells out critical content and process skills needed for effective K-12 teachers in each of the disciplines.

**If you are a parent or community member...** This document outlines the expectations for Kansas students in each discipline. It describes content and skills for which students will be held accountable. The glossary and other appendices clarify the direction and meaning of the standards.

The document presents standards, benchmarks and indicators.

**Standard:** a standard is a general statement of what a student should know and be able to do in academic subjects. For the purpose of this document, standards are defined for civics-government, economics, geography, and history.

**Benchmark:** a benchmark is a specific statement of what a student should know at a specific time. For the purpose of this document, benchmarks are defined for grades two, four, six, eight, and eleven.

* To recognize typical high school programming there is an exception for civics-government and economics where benchmarks have been defined for grade twelve instead of grade eleven.

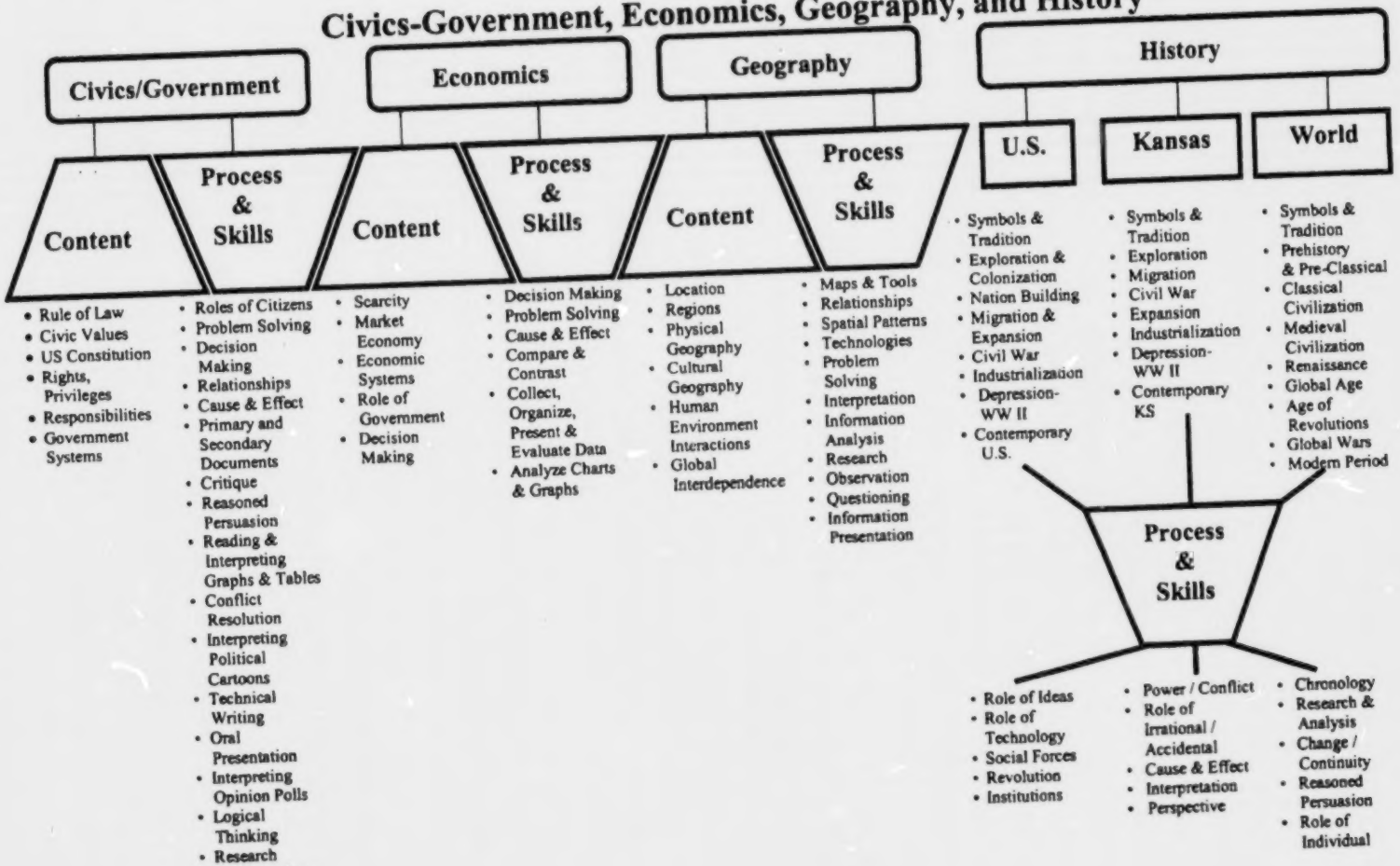
**Indicator:** an indicator is a specific statement of knowledge or skills, which a student demonstrates in order to meet a benchmark.

**Instructional Suggestion:** an instructional suggestion is a lesson, idea, or activity in which a student demonstrates the knowledge or skill described in an indicator. Instructional suggestions are tied to their corresponding indicators (note numbers in parenthesis). These are suggestions only.

## Explanation of Key

| | |
|---|---|
| △ | Recommended indicators to be assessed by the *Kansas Social Studies Assessment.* Grade level (6, 8, or 11) is indicated. |
| ♦ | The indicators to be assessed by the *Kansas Social Studies Assessment with Modifications.* (The Assessment with Modifications is for those few students with disabilities whose Individualized Education Program (IEP) team has determined they cannot be assessed through the general state assessment or the Alternate State Assessment. |
| • | *In general, items marked for assessment at each grade level provide the basic foundation needed to be successful with items marked for assessment at subsequent grade levels.* |
| **6, 8, or 11** | A **6, 8,** or **11** following of a ♦ indicates the grade level of the assessment the indicator will be assessed. |
| **K** or **A** | A **K** following a **6, 8,** or **11** indicates that the indicator will be assessed as a *knowledge* item. An **A** following a **6, 8,** or **11** indicates that the indicator will be assessed as an *application* item.<br><br>***Knowledge*** *items require the ability to recognize and recall social studies definitions, facts, concepts, and procedures.*<br><br>***Application*** *items require the ability to use or apply a social studies knowledge base to interpret, analyze, problem solve, make informed decisions and imact civic participation.* |
| illustration | Illustration provided |
| **Bold** ***Italics*** | Term defined in glossary. |

# The Kansas Curricular Standards
# for
# Civics-Government, Economics, Geography, and History



## PROGRAM SCOPE
## ESSENTIAL CONCEPTS
## K - 2

| Civics/ Government | Economics | Geography | History | Suggested Skills/Processes |
|---|---|---|---|---|
| • Rules Around Us<br>• American Ideals and Symbols<br>• US Constitution: The Rules for Our Country<br>• Rights and Privileges<br>• The Making of Rules | • Scarcity of Resources<br>• Producers and Consumers<br>• Goods and Services<br>• Local Government Services<br>• Personal Economic Decisions | • Exploring Our Neighborhood<br>• Plants, Animals, and Habitats – Local<br>• Elements of Maps<br>• Weather, Climate, Seasons<br>• Where People Live and Work<br>• People and Their Environment | • Symbols: Famous People, Landmarks Documents<br>• Holidays and Traditions<br>• Communities, Places<br>• Kansas Land | • Chronological Order<br>• Locating Information Using a Variety of Sources<br>• Mapping Skills<br>• Money/Exchange<br>• Comprehension and Composition Skills<br>• Responding to Literature<br>• Story Retelling<br>• Speaking to Present Ideas<br>• Roles of Citizens<br>• Problem Solving |

## PROGRAM SCOPE
## ESSENTIAL CONCEPTS
## 3 - 4

| Civics/ Government | Economics | Geography | History | Suggested Skills/Processes |
|---|---|---|---|---|
| • Reasons for Rules<br>• Diversity Within Our Republic<br>• Three Branches of Government<br>• Rights and Roles of a Citizen<br>• Different Governments | • Producing and Consuming Goods and Services<br>• Economic Inter-Dependence Among Communities<br>• Exchange of Goods and Services<br>• State and Local Government Services and Revenue<br>• Opportunity Cost of Decisions | • Terminology and Tools<br>• Knowing Locations<br>• US and World Regions (climate, geographic and political)<br>• US States<br>• Earth's Physical Components and Processes<br>• Natural Resources<br>• Migration and Effects of Immigration<br>• Human Activities and the Environment | • Settlement Local and Regional History Cultures<br>• Impact of Individuals and Inventions | • Creating and Using Timelines<br>• Locating Information<br>• Using a Variety of Sources Listing Sources<br>• Locating Main Ideas and Details<br>• Story Retelling<br>• Comprehension and Composition Skills<br>• Illustration and Map Drawing<br>• Reading Various Types of Maps<br>• Graphic Organizers Problem Solving<br>• Introductory Computer Research Skills<br>• Collecting, Organizing and Presenting Data<br>• Observing<br>• Memorizing<br>• Identifying Primary and Secondary Sources |

# PROGRAM SCOPE
# ESSENTIAL CONCEPTS
## 5 - 6

| Civics/ Government | Economics | Geography | History | Suggested Skills/Processes |
|---|---|---|---|---|
| • Consequences of Governance<br>• Republican System<br>• How the Federal/ State Government Works<br>• Citizenship in Action<br>• Government Systems | • Choice and Opportunity Cost<br>• Entrepreneurs and Productivity<br>• Basic Supply and Demand<br>• Banking and Trade<br>• Costs and Benefits | • Maps and Globe<br>• Knowing Locations<br>• Distribution of Ecosystems<br>• Sense of Place<br>• Resource Use<br>• Cause and Effect of Changes on Earth<br>• Diffusion of Ideas and Culture<br>• Migration<br>• Distribution Patterns of Economic Activities and Population | • Exploration<br>• Colonization<br>• Revolution<br>• US Constitution<br>• Ancient Civilizations, Medieval Times, and the Renaissance | • Locating, Evaluating and Listing Sources<br>• Problem Solving<br>• Computer Research (Internet, etc.)<br>• Recognizing Historical Perspectives<br>• Compare/Contrast/ Analyze<br>• Presenting Historical Information<br>• Collecting, Organizing, Presenting Data<br>• Comparing Cost and Benefits<br>• Analyzing Supply and Demand<br>• Memorizing<br>• Interpreting Maps<br>• Reasoned Persuasion<br>• Cause and Effect<br>• Using Primary and Secondary Sources |

# PROGRAM SCOPE
# ESSENTIAL CONCEPTS
## 7 - 8

| Civics/ Government | Economics | Geography | History | Suggested Skills/Processes |
|---|---|---|---|---|
| • Purpose, Function and Limits of Laws<br>• The US Constitution and Individual Rights and Responsibilities<br>• Checks and Balances in Governments<br>• Political Systems<br>• Structure and Function of the US and State Governments | • Scarcity, Substitutes, and Complements<br>• Market Economy<br>• Economic Institutions<br>• Role of Government in the Economy<br>• Credit and Economic Decision Making | • Tools of Geographers<br>• Knowing Locations<br>• World Regions<br>• US Regions<br>• Kansas<br>• Physical Processes and Patterns<br>• Cultural Characteristics and Patterns<br>• Population Demographics<br>• Economic Interdependence<br>• Interactions Between People and Environment<br>• Impact of Technology | • Kansas Studies<br>• US History 1800-1900<br>• History of World Regions | • Evaluating Written and Non-written<br>• Evaluating Historical Events, Perspectives Then and Now<br>• Compare/Contrast/ Analyze<br>• Cause/Effect<br>• Decision Making<br>• Organizing Information (outlining, summarizing, and citing)<br>• Collecting, Organizing, and Presenting Data Using Primary and Secondary Sources for Expository and Persuasive Purposes<br>• Framing Historical Questions<br>• Graphic Organizers<br>• Map Making Skills<br>• Research Skills (Including Computer Research)<br>• Utilizing Local Resources (Museums, Libraries, etc.)<br>• (Multi-media) Presentations<br>• Problem Solving<br>• Analyze Maps |

# PROGRAM SCOPE
# ESSENTIAL CONCEPTS
## 9 - 12

| Civics/ Government | Economics | Geography | History | Suggested Skills/Processes |
|---|---|---|---|---|
| • Freedoms and Restrictions of Civil Rights<br>• Individual Freedom vs. Public Good<br>• In-depth US Constitution Study<br>• Civil Rights and the Political Process<br>• Comparative Political Systems | • Supply and Demand<br>• Gross Domestic Product<br>• Economic Systems and International Trade<br>• Role of US Government and Federal Reserve System<br>• Work, Income, Spending, Saving, Credit and Taxes | • Geographic Tools<br>• Applying Location Knowledge<br>• Geographic Issues: Explaining the Past, Present, and Future<br>• Dynamics of Physical Processes<br>• Conflict and Cooperation<br>• Population Changes: Trends and Impacts<br>• Interdependent/Inter - connected World | • US Twentieth Century<br>• Attitudes and Changes Throughout US History<br>• World History | • Evaluating the Objectivity and Validity of Sources<br>• Presenting a Well-Supported Historical Argument<br>• Analyzing Issues<br>• Drawing Conclusions<br>• Graphic Organizers<br>• Specialized Map Making and Interpretation<br>• Problem Solving<br>• Collecting, Organizing, Presenting, and Evaluating Data Using Primary and Secondary Sources for Expository and Persuasive Purposes<br>• Research Skills (Including Computer Research)<br>• Creating and Analyzing a Supply/Demand Graph |

# Kansas Standards by Discipline

## Civics-Government, Economics, Geography and History

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# Using the Civics-Government Standards

*The American's Creed*

*"I believe in the United States of America as a Government of the people, by the people, for the people; whose just powers are derived from the consent of the governed; a democracy in a republic, a sovereign Nation of many sovereign states; a perfect union, one and inseparable; established upon those principles of freedom, equality, justice, and humanity for which American Patriots sacrificed their lives and fortunes. I therefore believe it is my duty to my country to love it; to support its Constitution; to obey its laws; to respect its flag, and defend it against all enemies."*

William Tyler Page, 1917
(excerpts from famous American documents and the official national creed since 1918)

Civics and government are central to the major purpose of social studies education: the preparation of informed citizens. Study of political processes and structures of government, grounded in the understanding of constitutional government under the rule of law, provides students with the knowledge and skills needed to become effective participatory citizens in our democratic republic.

Students need the knowledge and skills to be informed, responsible citizens who can participate in public life. They should be aware of their rights, responsibilities, and privileges. They should understand the basic principles of government, be able to apply that knowledge, develop skills to evaluate public officials and government, and know and practice the skills of good citizenship. The Preamble to the Constitution states that citizens should "...secure the blessings of liberty to ourselves and our posterity." The challenge exists that we understand the blessings of liberty and accept the obligation to preserve them for our posterity. Students should become informed and involved in preserving the blessings of liberty in order that these blessings may not be diminished.

The Kansas civics-government standards embody a set of enduring concepts and challenging expectations for all students. The Kansas document provides essential civics/government subject matter, skills, and perspectives to be used in developing district curriculum. This document will help teachers decide what to teach, at what grade levels to teach it, and what to expect from students. Even though this document addresses each discipline separately, integration is an option and a graphic organizer in the appendix addresses integration possibilities. In order to avoid repetitiveness, some topics covered by the history standards were not repeated in civics/government indicators.

It should be noted that the assessment at the eleventh grade level occurs before most Kansas high schools offer an extended government course. Therefore, testable items were selected from indicators students should have the opportunity to learn without that specific course. It is to be remembered that assessments do not test a grade, but the entire program from kindergarten to the grade level taking the assessment.

| Key: | |
|---|---|
| ◊ | Indicators to be assessed on the assessment with modifications. |

| Key: | | |
|---|---|---|
| | 6, 8, or 11 | Grade level assessed. |
| | K | "Knowledge" item. |
| | A | "Application" item. |



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**Civics-Government Standard:** The student uses a working knowledge and understanding of governmental systems of the United States and other nations with an emphasis on the U.S. Constitution, the necessity for the rule of law, the civic values of the American republican government, and the rights, privileges, and responsibilities to become active participants in the democratic process.

**Benchmark 1:** The student understands the ***rule of law*** as it applies to family, school, local, state, and national ***governments.***

| Grade Assessed | Modified Indicator | General Benchmark – By the end of Grade | General Indicator # |
|---|---|---|---|
| ♦ 6K | describes the need for rules and laws in the school, ***community***, state, and nation. | 4 | 1 |
| ♦ 8A | explains the purpose of rules and laws and why they are important in school, ***community***, state, and nation. | 4 | 1 |
| ♦ 11A | applies criteria useful in evaluating rules and laws (i.e., ***common good*** vs. individual ***rights***, possible to follow.) | 4 | 2 |
| ♦ 11A | explain how laws restrict the state and federal government as well as private citizens in order to protect the ***rights*** of individuals and to promote the ***common good*** (i.e., ***traffic***, ***martial law*** during disasters, health and safety issues.) | 12 | 2 |

**Benchmark 2:** The student understands the shared ideals and the diversity of American society and political ***culture.***

| Grade Assessed | Modified Indicator | General Benchmark – By the end of Grade | General Indicator # |
|---|---|---|---|
| FOR THE PURPOSES OF THE ASSESSMENT WITH MODIFICATIONS – NO INDICATORS WILL BE ASSESSED. | | | |

Key:
◊ Indicators to be assessed on the assessment with modifications.

Key: 6, 8, or 11 Grade level assessed.
K "Knowledge" item.
A "Application" item.



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**Benchmark 3:** The student understands how the U.S. ***Constitution*** allocates and restricts power and responsibility in the ***government.***

| Grade Assessed | Modified Indicator | General Benchmark – By the end of Grade | General Indicator # |
|---|---|---|---|
| ♦ 8K | identifies the three branches of ***government*** (i.e., legislative, judicial, executive). | 6 | 5 |
| ♦ 11A | explains the functions of the three branches of ***government.*** | 6 | 5 |

**Benchmark 4:** The student identifies and examines the ***rights***, ***privileges***, and responsibilities in becoming an active participant.

| Grade Assessed | Modified Indicator | General Benchmark – By the end of Grade | General Indicator # |
|---|---|---|---|
| ♦ 6K | identifies basic ***rights*** and responsibilities of the individual in groups; such as family, peer group, class, school, and local, state, and national ***governments.*** | 4 | 1 |
| ♦ 11A | examines the steps necessary to become an informed voter (i.e., recognize issues and candidates, stands taken by candidates on issues, personal choice, voting). | 6 | 5 |

**Benchmark 5:** The student understands various systems of ***governments*** and how nations and international organizations interact.

| Grade Assessed | Modified Indicator | General Benchmark – By the end of Grade | General Indicator # |
|---|---|---|---|
| ♦ 8A | compares the structure and function of local, Kansas, and federal ***governments*** (i.e., make laws, carry out laws, enforce laws, manage conflicts, provide for the defense of the nation). | 6 | 1 |

Key:
◊ Indicators to be assessed on the assessment with modifications.

Key: 6, 8, or 11 Grade level assessed.
K "Knowledge" item.
A "Application" item.



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# Using the Economics Standards

*"Economics is as much a way of reasoning as it is a body of knowledge. Once you have learned what it means to 'consider the opportunity costs' and to 'compare the costs and benefits,' nothing will ever look quite the same again."*

William D. Rohlf, Jr.
*Introduction to Economic Reasoning*, Addison-Wesley Publishing

Economics advances an important goal of social studies education: the preparation of citizens who make well-reasoned decisions. Study of the production, distribution, and consumption of goods and services, accompanied by practice in economic thinking provides students with the knowledge and skills needed to make thoughtful decisions as individuals and as citizens of their communities, Kansas, and our country.

The Kansas economics standard is broad and includes two main ideas: (1) that the student understands major economic concepts, ideas, and systems, and (2) that the student applies decision-making skills as a consumer, producer, saver, investor, and citizen in an interdependent world.

The five economics benchmarks are more specific, referring to students' being able to:

- understand how scarcity of resources requires choices
- understand how a market economy works
- understand economic systems, institutions and incentives
- analyze the role of the government in the economy
- make effective decisions as a consumer, producer, saver, investor, and citizen

The goal of the Kansas economics standard and benchmarks is to build economic understanding and decision- making skills, from the primary grades through high school, to enable students to fully and effectively participate in the economy. The Kansas economics benchmarks and indicators are not meant to be all-inclusive. For a wider perspective on economics standards, see the *Voluntary National Content Standards in Economics.*

The economics indicators are written so that they can be taught in the context of the neighborhood, the community, our state, nation, and the world. Economics is an integral part of civics-government, geography and history, as well as language arts, math and science. After becoming familiar with the indicators, readers will find that economics instruction can easily be a component of many lessons and units currently being taught.

It should be noted that the assessment at the eleventh grade level occurs before most Kansas high schools offer a semester economics course. Therefore, testable items were selected from indicators students should have the opportunity to learn without that specific course. It is to be remembered that assessments do not test a grade, but rather the entire program from kindergarten to the grade level taking the assessment.

| Key: | |
|---|---|
| ◊ | Indicators to be assessed on the assessment with modifications. |

| Key: | | |
|---|---|---|
| | 6, 8, or 11 | Grade level assessed. |
| | K | "Knowledge" item. |
| | A | "Application" item. |



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**Economics Standard:** The student uses a working knowledge and understanding of major economic concepts, issues, and systems of the United States and other nations; and applies decision-making skills as a consumer, producer, saver, investor, and citizen in an interdependent world.

**Benchmark 1:** The student understands how ***scarcity*** of resources requires choices.

| Grade Assessed | Modified Indicator | General Benchmark – By the end of Grade | General Indicator # |
|---|---|---|---|
| ♦ 6A | compares the cost to the ***benefit*** of making a choice (illustration: doing homework has both a cost and a ***benefit***; cost is the time spent, the ***benefit*** is what is learned from the assignment). | 4 | 4 |
| ♦ 6A | determines how unlimited ***wants*** and limited resources lead to choices. | 6 | 2 |
| ♦ 11A | determines how unlimited ***wants*** and limited resources lead to choices that involve ***opportunity cost***. | 6 | 2 |

**Benchmark 2:** The student understands how the market ***economy*** works in the United States.

| Grade Assessed | Modified Indicator | General Benchmark – By the end of Grade | General Indicator # |
|---|---|---|---|
| ♦ 8A | gives examples that illustrate the effect of changes in ***supply*** and ***demand*** on ***prices*** (illustration: an increase in the cost of raising cattle eventually reduce the ***supply*** of cattle, thereby increasing the ***price*** of beef). | 6 | 2 |
| ♦ 11K | explains the factors that cause unemployment (i.e., seasonal ***demand*** for jobs, changes in skills needed by employers, other economic influences). | 8 | 4 |
| ♦ 11A | analyzes how ***prices*** change when either a shortage or surplus of goods or services develops. | 12 | 4 |

Key:
♦ Indicators to be assessed on the assessment with modifications.

Key: 6, 8, or 11 Grade level assessed.
K "Knowledge" item.
A "Application" item.



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## ECONOMICS

**Benchmark 3:** The student analyzes how different ***economic systems***, institutions, and incentives affect people.

| Grade Assessed | Modified Indicator | General Benchmark – By the end of Grade | General Indicator # |
|---|---|---|---|
| ♦ 8K | defines ***imports*** and ***exports*** and gives examples of each. | 4 | 1 |
| ♦ 6K | recognizes the economic conditions under which trade takes place between nations. | 6 | 3 |
| ♦ 8K | Describes the types of specialized economic institutions found in ***market*** economics (i.e., banks, nonprofit, organizations). | 8 | 2 |

**Benchmark 4:** The student analyzes the role of the ***government*** in the ***economy***.

| Grade Assessed | Modified Indicator | General Benchmark – By the end of Grade | General Indicator # |
|---|---|---|---|
| ♦ 6K | identifies ***goods*** and ***services*** provided by the ***government***. | 4 | 1 |
| ♦ 11K | identifies ***goods*** and ***services*** provided by two different levels of ***government***. | 4 | 2 |
| ♦ 8A | gives examples of choices the ***government*** must make with limited resources (i.e., highways, ***welfare***, defense, education, social security). | 8 | 1 |

**Benchmark 5:** The student makes effective decisions as a ***consumer***, ***producer***, saver, investor, and citizen.

| Grade Assessed | Modified Indicator | General Benchmark – By the end of Grade | General Indicator # |
|---|---|---|---|
| ♦ 8A | use the concept of ***trade-offs*** to make a decision. | 8 | 2 |

Key:
♦ Indicators to be assessed on the assessment with modifications.

Key: 6, 8, or 11 Grade level assessed.
K "Knowledge" item.
A "Application" item.



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# Using the Geography Standards

*"I wish we could share more readily, especially with young people, that sense of the mystery, the fun, and the drama of geography, and the way it ties everything together; everything from natural history and science to human history and culture; everything about life on this planet...Everybody is delighted when they experience geography from orbit. I wish we could somehow inject that (delight) into the experience of geography in classrooms and homes, so we would come to appreciate and know more about each other and the earth."*

Kathy Sullivan
*Astronaut, 1992*

Geography is essential to an important goal of social studies education: the preparation of citizens who make well-informed decisions. The study of people, places, and environments allows students to acquire the knowledge and skills necessary to clearly understand the issues facing 21st century citizens in their communities, Kansas, the US, and the world.

The essence of geography involves both spatial and ecological perspectives. The spatial perspective asks, "Where is it?" and "Why is it there?" The ecological perspective asks, "How are human societies, physical environments, and ecosystems interconnected?" The geographic perspectives can be integrated with other disciplinary perspectives and with various points of view to enrich and enlarge the understanding of people, places, and environments.

The Kansas geography standards embody a set of enduring concepts and challenging expectations for all students. *Geography For Life: National Geography Standards 1994* served as an invaluable tool in this process. The Kansas document provides essential geographic subject matter, skills, and perspectives to be used in developing district curriculum. This document will help teachers decide what to teach, at what grade levels to teach it, and what to expect of students.

| Key: | |
|---|---|
| ◊ | Indicators to be assessed on the assessment with modifications. |

| Key: | 6, 8, or 11 | Grade level assessed. |
|---|---|---|
| | K | "Knowledge" item. |
| | A | "Application" item. |



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**Geography Standard:** The student use a working knowledge and understanding of the spatial organization of Earth's surface and relationships among people, places, and physical and human environments in order to explain the interactions that occur in our interconnected world.

**Benchmark 1:** ***Maps and Location:*** The student uses maps, ***graphic representations***, tools, and technologies to locate, use, and present information about people, places, and environments.

| Grade Assessed | Modified Indicator | General Benchmark – By the end of Grade | General Indicator # |
|---|---|---|---|
| ♦ 6A | identifies and uses map essentials (i.e., ***scale***, *directional indicators, symbols,* ***legend***, ***latitude***, ***longitude***). | 6 | 1 |
| ♦ 8K | locates major political and physical features of Earth on a map (see Modified Appendix 3 for assessment items). | 8 | 1 |
| ♦ 11K | locates major political and physical features of Earth on a map (see Modified Appendix 3 for assessment items). | 11 | 1 |

**Benchmark 2:** ***Regions:*** The student analyzes the ***spatial*** organization of people, places, and environments that form regions on Earth's surface.

| Grade Assessed | Modified Indicator | General Benchmark – By the end of Grade | General Indicator # |
|---|---|---|---|
| ♦ 6K | describes the physical characteristics of Kansas (i.e., location, land, weather, seasons). | 4 | 1 |
| ♦ 8K | identifies and compares the physical characteristics of Kansas and regions of the United States (i.e., location, land and water features, climate, vegetation, resources; Southeast, Northeast, Great Plains, Rocky Mountains, Southwest, Pacific Northwest, Alaska, Hawaii). | 4 | 1 |

Key:
♦ Indicators to be assessed on the assessment with modifications.

Key: 6, 8, or 11 Grade level assessed.
K "Knowledge" item.
A "Application" item.



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*(continued)*

**Benchmark 2:** ***Regions****:* The student analyzes the ***spatial*** organization of people, places, and environments that form regions on Earth's surface.

| | | | |
|---|---|---|---|
| ♦ 11A | describes the human activities that shape the characteristics of regions (i.e., mining, farming, manufacturing, migration, settlement, road, and railroad building). | 4 | 4 |

**Benchmark 3:** ***Physical Systems****:* The student understands Earth's ***physical systems*** and how physical processes shape Earth's surface.

| Grade Assessed | Modified Indicator | General Benchmark – By the end of Grade | General Indicator # |
|---|---|---|---|
| ♦ 8K | identifies ***renewable and*** **nonrenewable resources** *(i.e., fossil fuels, minerals, fertile soil, waterpower, forests).* | 6 | 4 |
| ♦ 8K | identifies patterns in the physical environment in terms of physical processes (i.e., ***plate tectonics***, ***glaciation***, erosion, and deposition, water cycle, ocean, and atmospheric circulation). | 8 | 2 |
| ♦ 11K | identifies which physical processes affect different regions of the World (i.e., desertification in the Sahel, earthquakes in Pacific Rim, drought and dust storms in the Plains, soil degradation in the tropics, floods, and hurricanes). | 11 | 1 |
| ♦ 11K | describes the ways in which Earth's physical processes are dynamic and interactive (i.e., rising ocean levels, sea floor spreading, wind and water deposition, climatic changes). | 11 | 4 |

Key:
♦ Indicators to be assessed on the assessment with modifications.

Key: 6, 8, or 11 Grade level assessed.
K "Knowledge" item.
A "Application" item.



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**Benchmark 4:** ***Human Systems:*** The student understand how economic, political, cultural, and social processes interact to shape patterns of human populations, ***interdependence***, cooperation, and conflict.

| Grade Assessed | Modified Indicator | General Benchmark – By the end of Grade | General Indicator # |
|---|---|---|---|
| FOR THE PURPOSES OF THE ASSESSMENT WITH MODIFICATIONS – NO INDICATORS WILL BE ASSESSED. | | | |

**Benchmark 5:** ***Human-Environment Interactions:*** The student understands the effects of interactions between human and ***physical systems***.

| Grade Assessed | Modified Indicator | General Benchmark – By the end of Grade | General Indicator # |
|---|---|---|---|
| ♦ 11A | identifies different viewpoints regarding resource use (i.e., transportation, water use, mining, timber, agriculture, labor, ***capital***). | 8 | 4 |

Key:
♦ Indicators to be assessed on the assessment with modifications.

Key: 6, 8, or 11 Grade level assessed.
K "Knowledge" item.
A "Application" item.



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# Using the History Standards

*"A page of history is worth a volume of logic."*
Oliver Wendell Holmes, Jr.

History is essential to an important goal of social studies education: the preparation of citizens who make well-informed and well-reasoned decisions. Study of traditions, continuity and change in the history of their communities, Kansas, the United States and the world, accompanied by practice in weighing evidence and drawing reasonable conclusions, provides students with the knowledge and skills needed to understand issues facing citizens locally, in Kansas, nationally, and in the world.

The vast scope of history poses a unique challenge requiring teachers to make thoughtful and meaningful choices. In this document, every attempt has been made to focus upon enduring and essential concepts for focus. It would be possible to justify emphasizing many other topics, but that could easily result in a long and unachievable list of indicators. Given the scope of the subject, the choices in this document reflect an understanding that a rigorous but unrealistic set of standards is like having no standards at all.

Teachers are encouraged to emphasize understanding and analysis over simple memorization. While considerable factual knowledge is a prerequisite to historical understanding, history should never be reduced to a collection of trivia. It should go beyond the facts to include research, analysis, interpretation, and application. For further discussion of this issue *see Chapter 2* in *"Standards for Historical Thinking" found in the National Standards for History*. The instructional suggestions provided in this document also reflect higher order thinking, but are only examples and are not a mandate.

The State of Kansas requires the teaching of state history between grades 7 and 12 *(see Appendix 1 for specific requirements)*. Most school districts cover Kansas history in either seventh or eighth grade. Therefore, the benchmarks in Kansas history are concentrated at the eighth grade to accommodate the mandate. Other Kansas history benchmarks were developed to work in partnership with those in United States history and the other disciplines.

The United States history portion of the standards recognizes the conflict between coverage versus in-depth knowledge. To respond to this concern the Kansas curricular standards, like the national standards, have focused on specific eras at different grade levels. The benchmarks and indicators at the K-4 level are designed to build a foundation of knowledge and skills that will be added to in following years. The 5-6th grade indicators focus on the years up to 1800. At the 7-8th grade level, the focus is on the 1800s. The primary focus at the high school level is the 20th century, with an emphasis on understanding of how United States history has evolved over time. The focus on particular eras at the grade levels allows districts to combine their local curriculum with the standards.

The world history standards follow the seven eras of world history identified by the National Council for History Education and are intended to be substantial yet flexible. The 5-6th grade indicators are consistent with ancient civilizations topics often taught at fifth and sixth grades. The 9-11th grade indicators provide direction for history courses, which should be taught in the ninth and/or tenth grade years. To help schools and teachers better meet the implicit need for a sound knowledge of world history on the part of all students, Appendix 5 is a suggested content outline keyed to the world history benchmarks.

| Key: | |
|---|---|
| ◊ | Indicators to be assessed on the assessment with modifications. |

| Key: | 6, 8, or 11 | Grade level assessed. |
|---|---|---|
| | K | "Knowledge" item. |
| | A | "Application" item. |



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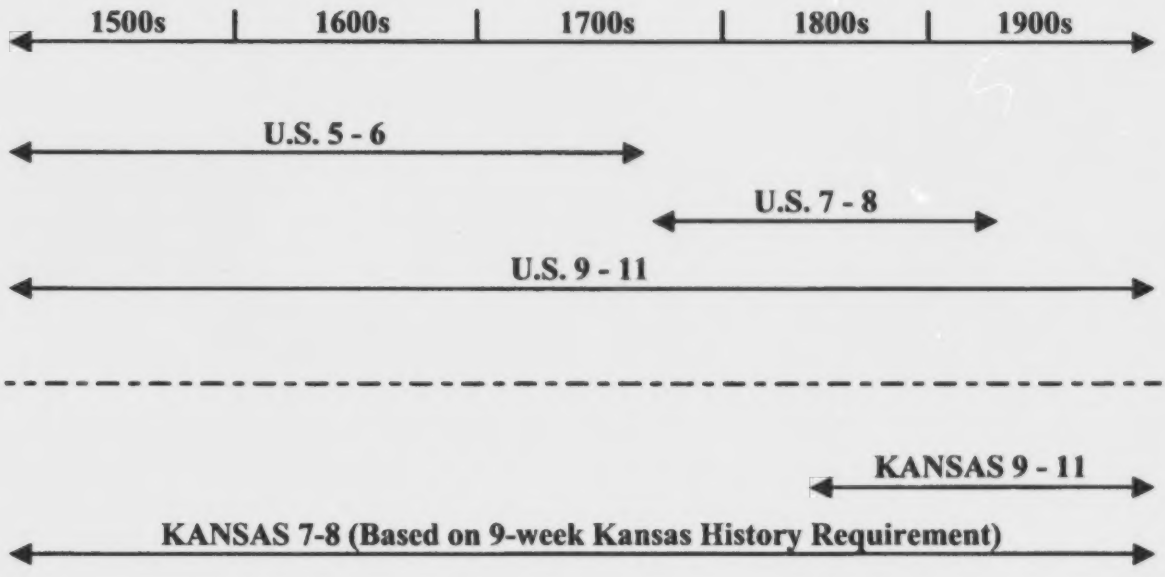
# Kansas and United States History Timeline
## Instructional Focus and Assessment




*The history benchmarks and indicators at K-4 are designed to build a foundation of knowledge and skills.*

*The Kansas history benchmarks are designed to work in partnership with those in U.S. history.*

| Key: | |
|---|---|
| ◇ | Indicators to be assessed on the assessment with modifications. |

| Key: | | |
|---|---|---|
| | 6, 8, or 11 | Grade level assessed. |
| | K | "Knowledge" item. |
| | A | "Application" item. |



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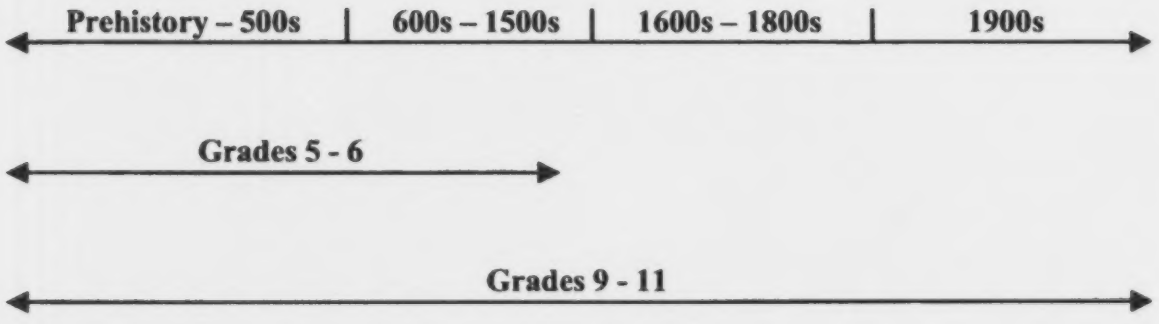
# World History Timeline
## Instructional Focus and Assessment




*The history benchmarks and indicators at K-4 are designed to build a foundation of knowledge and skills.*

| Key: | |
|---|---|
| ◊ | Indicators to be assessed on the assessment with modifications. |

| Key: | | |
|---|---|---|
| | 6, 8, or 11 | Grade level assessed. |
| | K | "Knowledge" item. |
| | A | "Application" item. |



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**History Standard:** The student uses a working knowledge and understanding of significant individuals, groups, ideas, events, eras, and developments in the history of Kansas, the United States, and the world, utilizing essential analytical and research skills.

**Benchmark 1:** The student understands the significance of the contributions of important individuals and major developments in history.

| Grade Assessed | Modified Indicator | General Benchmark – By the end of Grade | General Indicator # |
|---|---|---|---|
| FOR THE PURPOSES OF THE ASSESSMENT WITH MODIFICATIONS – NO INDICATORS WILL BE ASSESSED | | 2 | |

**Benchmark 2:** The student understands the importance of the experiences of groups of people.

| Grade Assessed | Modified Indicator | General Benchmark – By the end of Grade | General Indicator # |
|---|---|---|---|
| FOR THE PURPOSES OF THE ASSESSMENT WITH MODIFICATIONS – NO INDICATORS WILL BE ASSESSED | | 2 | |

**Benchmark 3:** The student understands the significance of events, holidays, documents, and symbols which are important in United States history.

| Grade Assessed | Modified Indicator | General Benchmark – By the end of Grade | General Indicator # |
|---|---|---|---|
| FOR THE PURPOSES OF THE ASSESSMENT WITH MODIFICATIONS – NO INDICATORS WILL BE ASSESSED | | 2 | |

**Benchmark 4:** The student understands the variety of ways land has been used over time.

| Grade Assessed | Modified Indicator | General Benchmark – By the end of Grade | General Indicator # |
|---|---|---|---|
| FOR THE PURPOSES OF THE ASSESSMENT WITH MODIFICATIONS – NO INDICATORS WILL BE ASSESSED | | 2 | |

Key:
◊ Indicators to be assessed on the assessment with modifications.

Key: 6, 8, or 11 Grade level assessed.
K "Knowledge" item.
A "Application" item.



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**History Standard:** The student uses a working knowledge and understanding of significant individuals, groups, ideas, events, ears, and developments in the history of Kansas, the United States, and the world, utilizing essential analytical and research skills.

## By the end of FOURTH GRADE

**Benchmark 1:** The student understands the importance of the experiences of groups of people.

| Grade Assessed | Modified Indicator | General Benchmark – By the end of Grade | General Indicator # |
|---|---|---|---|
| ♦ 6K | identifies reasons that brought settlers to Kansas (i.e., geographic, political, economic, religious). | 4 | 1 |

**Benchmark 2:** The student understands the significance of events, holidays, documents, landmarks, and symbols which are important in Kansas history.

| Grade Assessed | Modified Indicator | General Benchmark – By the end of Grade | General Indicator # |
|---|---|---|---|
| FOR THE PURPOSES OF THE ASSESSMENT WITH MODIFICATIONS – NO INDICATORS WILL BE ASSESSED. | | | |

**Benchmark 3:** The student understands the variety of ways land has been used in Kansas over time.

| Grade Assessed | Modified Indicator | General Benchmark – By the end of Grade | General Indicator # |
|---|---|---|---|
| FOR THE PURPOSES OF THE ASSESSMENT WITH MODIFICATIONS – NO INDICATORS WILL BE ASSESSED. | | | |

Key:
◊ Indicators to be assessed on the assessment with modifications.

Key: 6, 8, or 11 Grade level assessed.
K "Knowledge" item.
A "Application" item.



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## KANSAS HISTORY

**Benchmark 4:** The student understands the impact of exploration and ***migration*** upon the history of Kansas.

| Grade Assessed | Modified Indicator | General Benchmark – By the end of Grade | General Indicator # |
|---|---|---|---|
| ♦ 6K | lists hardships encountered by travelers on the Santa Fe and Oregon-California Trails (i.e., lack of water, mountains and rivers to cross, weather, need for medical care, size of wagon). | 4 | 4 |

**Benchmark 5:** The student understands the significance of famous individuals and their contributions in history.

| Grade Assessed | Modified Indicator | General Benchmark – By the end of Grade | General Indicator # |
|---|---|---|---|
| FOR THE PURPOSES OF THE ASSESSMENT WITH MODIFICATIONS – NO INDICATORS WILL BE ASSESSED. | | | |

Key:
♦ Indicators to be assessed on the assessment with modifications.

Key: 6, 8, or 11 Grade level assessed.
K "Knowledge" item.
A "Application" item.



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## By the end of EIGHTH GRADE

**Benchmark 1:** The student understands individuals, groups, ideas, events, and developments during the period of exploration in Kansas (1541 – 1820).

| Grade Assessed | Modified Indicator | General Benchmark – By the end of Grade | General Indicator # |
|---|---|---|---|
| FOR THE PURPOSES OF THE ASSESSMENT WITH MODIFICATIONS – NO INDICATORS WILL BE ASSESSED. | | | |

**Benchmark 2:** The student understands individuals, groups, ideas, events, and developments during the ***era*** of ***migration***.

| Grade Assessed | Modified Indicator | General Benchmark – By the end of Grade | General Indicator # |
|---|---|---|---|
| FOR THE PURPOSES OF THE ASSESSMENT WITH MODIFICATIONS – NO INDICATORS WILL BE ASSESSED. | | | |

**Benchmark 3:** The student understands individuals, groups, ideas, events, and developments of the territorial period and the Civil War in Kansas.

| Grade Assessed | Modified Indicator | General Benchmark – By the end of Grade | General Indicator # |
|---|---|---|---|
| ♦ 8K | explains why control of the Kansas territorial government was affected by the fight over slavery. | 8 | 2 |

**Benchmark 4:** The student understands individuals, groups, ideas, events, and developments during the period of expansion and development in Kansas (1860s – 1890s).

| Grade Assessed | Modified Indicator | General Benchmark – By the end of Grade | General Indicator # |
|---|---|---|---|
| ♦ 8K | describes the reasons for the Exoduster movement out of the South to Kansas (i.e., free land, lynching, the rise of Jim Crow laws in the South. | 8 | 3 |

Key:
♦ Indicators to be assessed on the assessment with modifications.

Key: 6, 8, or 11 Grade level assessed.
K "Knowledge" item.
A "Application" item.



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## KANSAS HISTORY

**Benchmark 5:** The student understands individuals, groups, ideas, events, and developments in the period of ***industrialization*** and modernization in Kansas (1890s – 1920s).

| Grade Assessed | Modified Indicator | General Benchmark – By the end of Grade | General Indicator # |
|---|---|---|---|
| FOR THE PURPOSES OF THE ASSESSMENT WITH MODIFICATIONS – NO INDICATORS WILL BE ASSESSED. | | | |

**Benchmark 6:** The student understands individuals, groups, ideas, events, and developments of the Depression and World War II in Kansas (1920s – 1940s).

| Grade Assessed | Modified Indicator | General Benchmark – By the end of Grade | General Indicator # |
|---|---|---|---|
| FOR THE PURPOSES OF THE ASSESSMENT WITH MODIFICATIONS – NO INDICATORS WILL BE ASSESSED. | | | |

**Benchmark 7:** The student understands individuals, groups, ideas, events, and developments in contemporary Kansas (since 1950).

| Grade Assessed | Modified Indicator | General Benchmark – By the end of Grade | General Indicator # |
|---|---|---|---|
| ♦ 8K | recognizes the history and impact of the events that led to the Supreme Court decision in *Brown vs. Topeka Board of Education*. | 8 | 1 |

**Benchmark 8:** The student engages in historical thinking skills.

| Grade Assessed | Modified Indicator | General Benchmark – By the end of Grade | General Indicator # |
|---|---|---|---|
| FOR THE PURPOSES OF THE ASSESSMENT WITH MODIFICATIONS – NO INDICATORS WILL BE ASSESSED. | | | |

Key:
♦ Indicators to be assessed on the assessment with modifications.

Key: 6, 8, or 11 Grade level assessed.
K "Knowledge" item.
A "Application" item.



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## By the end of ELEVENTH GRADE

**Benchmark 1:** The student understands individuals, groups, ideas, events, and developments during the exploration in Kansas (1541 – 1820).

| Grade Assessed | Modified Indicator | General Benchmark – By the end of Grade | General Indicator # |
|---|---|---|---|
| FOR THE PURPOSES OF THE ASSESSMENT WITH MODIFICATIONS – NO INDICATORS WILL BE ASSESSED. | | | |

**Benchmark 2:** The student understands individuals, groups, ideas, events, and developments during the ***era*** of ***migration***.

| Grade Assessed | Modified Indicator | General Benchmark – By the end of Grade | General Indicator # |
|---|---|---|---|
| FOR THE PURPOSES OF THE ASSESSMENT WITH MODIFICATIONS – NO INDICATORS WILL BE ASSESSED. | | | |

**Benchmark 3:** The student understands individuals, groups, ideas, events, and developments of the territorial period and the Civil War in Kansas.

| Grade Assessed | Modified Indicator | General Benchmark – By the end of Grade | General Indicator # |
|---|---|---|---|
| FOR THE PURPOSES OF THE ASSESSMENT WITH MODIFICATIONS – NO INDICATORS WILL BE ASSESSED. | | | |

**Benchmark 4:** The student understands individuals, groups, ideas, events, and developments during the period of expansion and development in Kansas (1860s – 1890s).

| Grade Assessed | Modified Indicator | General Benchmark – By the end of Grade | General Indicator # |
|---|---|---|---|
| FOR THE PURPOSES OF THE ASSESSMENT WITH MODIFICATIONS – NO INDICATORS WILL BE ASSESSED. | | | |

Key:
◊ Indicators to be assessed on the assessment with modifications.

Key: 6, 8, or 11 Grade level assessed.
K "Knowledge" item.
A "Application" item.



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## KANSAS HISTORY

**Benchmark 5:** The student understands individuals, groups, ideas, events, and developments in the period of ***industrialization*** and modernization in Kansas (1890s – 1920s).

| Grade Assessed | Modified Indicator | General Benchmark – By the end of Grade | General Indicator # |
|---|---|---|---|
| FOR THE PURPOSES OF THE ASSESSMENT WITH MODIFICATIONS – NO INDICATORS WILL BE ASSESSED. | | | |

**Benchmark 6:** The student understands individuals, groups, ideas, events, and developments of the Depression and World War II in Kansas (1920s – 1940s).

| Grade Assessed | Modified Indicator | General Benchmark – By the end of Grade | General Indicator # |
|---|---|---|---|
| FOR THE PURPOSES OF THE ASSESSMENT WITH MODIFICATIONS – NO INDICATORS WILL BE ASSESSED. | | | |

**Benchmark 7:** The student understands individuals, groups, ideas, events, and developments in contemporary Kansas (since 1950).

| Grade Assessed | Modified Indicator | General Benchmark – By the end of Grade | General Indicator # |
|---|---|---|---|
| FOR THE PURPOSES OF THE ASSESSMENT WITH MODIFICATIONS – NO INDICATORS WILL BE ASSESSED. | | | |

**Benchmark 8:** The student engages in historical thinking skills.

| Grade Assessed | Modified Indicator | General Benchmark – By the end of Grade | General Indicator # |
|---|---|---|---|
| FOR THE PURPOSES OF THE ASSESSMENT WITH MODIFICATIONS – NO INDICATORS WILL BE ASSESSED. | | | |

Key:
◊ Indicators to be assessed on the assessment with modifications.

Key: 6, 8, or 11 Grade level assessed.
K "Knowledge" item.
A "Application" item.



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## By the end of FOURTH GRADE

**History Standard:** The student demonstrates a working knowledge and understanding of significant individuals, groups, ideas, events, eras, and developments in the history of Kansas, the United States, and the world, utilizing essential analytical and research skills.

**Benchmark 1:** The student understands the significance of the contributions of important individuals and major developments in history.

| Grade Assessed | Modified Indicator | General Benchmark – By the end of Grade | General Indicator # |
|---|---|---|---|
| FOR THE PURPOSES OF THE ASSESSMENT WITH MODIFICATIONS – NO INDICATORS WILL BE ASSESSED. | | | |

**Benchmark 2:** The student understands the importance of the experiences of groups of people who have contributed to the richness of heritage.

| Grade Assessed | Modified Indicator | General Benchmark – By the end of Grade | General Indicator # |
|---|---|---|---|
| FOR THE PURPOSES OF THE ASSESSMENT WITH MODIFICATIONS – NO INDICATORS WILL BE ASSESSED. | | | |

**Benchmark 3:** The student understands the significance of events, holidays, documents, and landmarks, which are important in United States history.

| Grade Assessed | Modified Indicator | General Benchmark – By the end of Grade | General Indicator # |
|---|---|---|---|
| FOR THE PURPOSES OF THE ASSESSMENT WITH MODIFICATIONS – NO INDICATORS WILL BE ASSESSED. | | | |

Key:
◊ Indicators to be assessed on the assessment with modifications.

Key: 6, 8, or 11 Grade level assessed.
K "Knowledge" item.
A "Application" item.



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**Benchmark 4:** The student understands individuals, groups, ideas, events, and developments in contemporary Kansas (since 1950).

| Grade Assessed | Modified Indicator | General Benchmark – By the end of Grade | General Indicator # |
|---|---|---|---|
| ♦ 6A | identifies ***artifacts*** and documents as either primary or secondary sources of historical data. | 4 | 2 |

Key:
♦ Indicators to be assessed on the assessment with modifications.

Key: 6, 8, or 11 Grade level assessed.
K "Knowledge" item.
A "Application" item.



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## By the end of SIXTH GRADE

*** Please note pages 29 – 32 on Using the History Standards for the primary focus of U.S. History at this level.**

**Benchmark 1:** The student uses a working knowledge and understanding of individuals, groups, ideas, developments, and turning points in the exploration, ***colonization***, and settlement of the United States to 1763.

| Grade Assessed | Modified Indicator | General Benchmark – By the end of Grade | General Indicator # |
|---|---|---|---|
| FOR THE PURPOSES OF THE ASSESSMENT WITH MODIFICATIONS – NO INDICATORS WILL BE ASSESSED. | | | |

**Benchmark 2:** The student uses a working knowledge and understanding of individuals, groups, ideas, developments, and turning points in the American Revolution and the United States becoming a nation (1763 – 1800).

| Grade Assessed | Modified Indicator | General Benchmark – By the end of Grade | General Indicator # |
|---|---|---|---|
| ♦ 6K | describes the causes of the American Revolution using colonial grievances and British policies. | 4 | 2 |
| ♦ 6A | identifies the ideas included in The Declaration of Independence. | 4 | 4 |

**Benchmark 3:** The student engages in historical thinking skills.

| Grade Assessed | Modified Indicator | General Benchmark – By the end of Grade | General Indicator # |
|---|---|---|---|
| FOR THE PURPOSES OF THE ASSESSMENT WITH MODIFICATIONS – NO INDICATORS WILL BE ASSESSED. | | | |

Key:
♦ Indicators to be assessed on the assessment with modifications.

Key: 6, 8, or 11 Grade level assessed.
K "Knowledge" item.
A "Application" item.



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## By the end of EIGHTH GRADE

*** Please note pages 29 – 32 on Using the History Standards for the primary focus of U.S. History at this level.**

**Benchmark 1:** The student uses a working knowledge and understanding of individuals, groups, ideas, developments, and turning points in the beginnings of the ***Republic*** (1800 - 1850).

| Grade Assessed | Modified Indicator | General Benchmark – By the end of Grade | General Indicator # |
|---|---|---|---|
| ♦ 8A | explains the territorial expansion of the United State between 1801 and 1861, and how it affected relations with external powers and American Indians (i.e., Louisiana Purchase, Manifest Destiny).. | 8 | 1 |

**Benchmark 2:** The student uses a working knowledge and understanding of individuals, groups, ideas, developments, and turning points in the Civil War through the Industrial ***era*** of American history (1850 – 1900).

| Grade Assessed | Modified Indicator | General Benchmark – By the end of Grade | General Indicator # |
|---|---|---|---|
| ♦ 8A | explains the circumstances that shaped the Civil War and its outcome (i.e., economic, technological, ***human resources*** of the North and the South. | 8 | 2 |

**Benchmark 3:** The student engages in historical thinking skills.

| Grade Assessed | Modified Indicator | General Benchmark – By the end of Grade | General Indicator # |
|---|---|---|---|
| ♦ 11A | examines historical materials relating to United States history during the 1900s to analyze change over time and make logical inferences concerning cause and effect. | 8 | 1 |

Key:
♦ Indicators to be assessed on the assessment with modifications.

Key: 6, 8, or 11 Grade level assessed.
K "Knowledge" item.
A "Application" item.



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## By the end of ELEVENTH GRADE

*** Please note pages 29 – 32 on Using the History Standards for the primary focus of U.S. History at this level.**

**Benchmark 1:** The student uses a working knowledge and understanding of individuals, groups, ideas, developments, and turning points in the exploration, ***colonization***, and settlement of the United States to 1763.

| Grade Assessed | Modified Indicator | General Benchmark – By the end of Grade | General Indicator # |
|---|---|---|---|
| FOR THE PURPOSES OF THE ASSESSMENT WITH MODIFICATIONS – NO INDICATORS WILL BE ASSESSED. | | | |

**Benchmark 2:** The student uses a working knowledge and understanding of individuals, groups, ideas, developments, and turning points in the American Revolution and the United States becoming a nation (1763 – 1850).

| Grade Assessed ◆ | Modified Indicator | General Benchmark – By the end of Grade | General Indicator # |
|---|---|---|---|
| FOR THE PURPOSES OF THE ASSESSMENT WITH MODIFICATIONS – NO INDICATORS WILL BE ASSESSED. | | | |

**Benchmark 3:** The student uses a working knowledge and understanding of individuals, groups, ideas, developments, and turning points in the Civil War through the Industrial ***era*** of United States History (1850 – 1900).

| Grade Assessed | Modified Indicator | General Benchmark – By the end of Grade | General Indicator # |
|---|---|---|---|
| FOR THE PURPOSES OF THE ASSESSMENT WITH MODIFICATIONS – NO INDICATORS WILL BE ASSESSED. | | | |

Key:
◆ Indicators to be assessed on the assessment with modifications.

Key: 6, 8, or 11 Grade level assessed
K "Knowledge" item
A "Application" item



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## UNITED STATES HISTORY

**Benchmark 4:** The student uses a working knowledge and understanding of individuals, groups, ideas, developments, and turning points in the ***era*** of the emergence of the modern United States (1900 – 1930).

| Grade Assessed | Modified Indicator | General Benchmark – By the end of Grade | General Indicator # |
|---|---|---|---|
| ♦ 11K | describes the various social conflicts that took place in the early 1920s (i.e., rural vs. urban, fundamentalism vs. Modernism, Prohibition, nativism). | 11 | 6 |

**Benchmark 5:** The student uses a working knowledge and understanding of individuals, groups, ideas, developments, and turning points in the ***era*** of the emergence of the modern United States (1900 – 1930).

| Grade Assessed | Modified Indicator | General Benchmark – By the end of Grade | General Indicator # |
|---|---|---|---|
| ♦ 11K | identifies how World War II influenced the home front (i.e., role of women, ***government***, minorities, popular media, conscientious objectors). [See World History Eleventh Grade Benchmark 6.] | 11 | 5 |

**Benchmark 6:** The student uses a working knowledge and understanding of individuals, groups, ideas, developments, and turning points in the era of contemporary United State History (since 1945).

| Grade Assessed | Modified Indicator | General Benchmark – By the end of Grade | General Indicator # |
|---|---|---|---|
| FOR THE PURPOSES OF THE ASSESSMENT WITH MODIFICATIONS – NO INDICATORS WILL BE ASSESSED. | | | |

Key:
♦ Indicators to be assessed on the assessment with modifications.

Key: 6, 8, or 11 Grade level assessed.
K "Knowledge" item.
A "Application" item.



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**Benchmark 7:** The student engages in historical thinking skills.

| Grade Assessed | Modified Indicator | General Benchmark – By the end of Grade | General Indicator # |
|---|---|---|---|
| ♦ 11A | examines and analyzes primary and secondary sources in order to differentiate between historical fact and historical interpretations. | 11 | 3 |

Key:
♦ Indicators to be assessed on the assessment with modifications.

Key: 6, 8, or 11 Grade level assessed.
K "Knowledge" item.
A "Application" item.



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## By the end of SIXTH GRADE

*** Please note pages 29 – 32 on Using the History Standards for the primary focus of U.S. History at this level.**

**History Standard:** The student uses a working knowledge and understanding of significant individuals, groups, ideas, events, eras, and developments in the history of Kansas, the United States, and the world, utilizing essential analytical and research skills.

**Benchmark 1:** The student uses a working knowledge and understanding of individuals, groups, ideas, ***eras***, developments, and turning points in the history of the world from prehistoric times through the pre-classical ***civilizations***.

| Grade Assessed | Modified Indicator | General Benchmark – By the end of Grade | General Indicator # |
|---|---|---|---|
| ♦ 6K | defines the term ***civilization*** as a society with advanced levels of economic, political, religious, intellectual, and artistic accomplishments. | 6 | 3 |

**Benchmark 2:** The student uses a working knowledge and understanding of individuals, groups, ideas, ***eras***, developments, and turning points in the history of the world during the period of the great classical ***civilizations*** of Greece, Rome, India, and China.

| Grade Assessed | Modified Indicator | General Benchmark – By the end of Grade | General Indicator # |
|---|---|---|---|
| FOR THE PURPOSES OF THE ASSESSMENT WITH MODIFICATIONS – NO INDICATORS WILL BE ASSESSED. | | | |

**Benchmark 3:** The student uses a working knowledge and understanding of individuals, groups, ides, ***eras***, developments, and turning points in the history of the rising new ***civilization*** (500 – 1450).

| Grade Assessed | Modified Indicator | General Benchmark – By the end of Grade | General Indicator # |
|---|---|---|---|
| FOR THE PURPOSES OF THE ASSESSMENT WITH MODIFICATIONS – NO INDICATORS WILL BE ASSESSED. | | | |

Key:
♦ Indicators to be assessed on the assessment with modifications.

Key: 6, 8, or 11 Grade level assessed.
K "Knowledge" item.
A "Application" item.



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## WORLD HISTORY

**Benchmark 4:** The student uses a working knowledge and understanding of individuals, groups, ideas, ***eras***, developments, and turning points in the history of the world during the emerging global age (1400 – 1600).

| Grade Assessed | Modified Indicator | General Benchmark – By the end of Grade | General Indicator # |
|---|---|---|---|
| ♦ 6K | Describes the advances in technology of the Mayan, Aztec, and Inca societies in the Americas (i.e., calendar, sundial, aqueducts, bridges, pyramids, terracing, mathematics). | 6 | 4 |

**Benchmark 5:** The student engages in historical thinking skills.

| Grade Assessed | Modified Indicator | General Benchmark – By the end of Grade | General Indicator # |
|---|---|---|---|
| FOR THE PURPOSES OF THE ASSESSMENT WITH MODIFICATIONS – NO INDICATORS WILL BE ASSESSED. | | | |

| Key: | |
|---|---|
| ♦ | Indicators to be assessed on the assessment with modifications. |

| Key: | | |
|---|---|---|
| 6, 8, or 11 | Grade level assessed. |
| K | "Knowledge" item. |
| A | "Application" item. |



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## By the end of ELEVENTH GRADE

*** Please note pages 29 – 32 on Using the History Standards for the primary focus of U.S. History at this level.**

**Benchmark 1:** The student uses a working knowledge and understanding of individuals, groups, ***eras***, ideas, developments, and turning points in the history of the world from prehistoric time through the pre-classical ***civilizations***.

| Grade Assessed | Modified Indicator | General Benchmark – By the end of Grade | General Indicator # |
|---|---|---|---|
| FOR THE PURPOSES OF THE ASSESSMENT WITH MODIFICATIONS – NO INDICATORS WILL BE ASSESSED. | | | |

**Benchmark 2:** The student uses a working knowledge and understanding of individuals, groups, ideas, ***eras***, developments, and turning points in the history of the world during the time of the great classical ***civilizations*** of Greece, Rome, India, and China.

| Grade Assessed | Modified Indicator | General Benchmark – By the end of Grade | General Indicator # |
|---|---|---|---|
| ♦ 11K | describes the beliefs of the major religions and philosophical systems of the world (i.e., Christianity, Hinduism, Buddhism, Confucianism, Taoism, Judaism, Islam). | 11 | 5 |

**Benchmark 3:** The student uses a working knowledge and understanding of individuals, groups, ideas, ***eras***, developments, and turning points in the history of the rising new ***civilizations*** (500 – 1450).

| Grade Assessed | Modified Indicator | General Benchmark – By the end of Grade | General Indicator # |
|---|---|---|---|
| FOR THE PURPOSES OF THE ASSESSMENT WITH MODIFICATIONS – NO INDICATORS WILL BE ASSESSED. | | | |

Key:
♦ Indicators to be assessed on the assessment with modifications.

Key: 6, 8, or 11 Grade level assessed.
K "Knowledge" item.
A "Application" item.



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## WORLD HISTORY

**Benchmark 4:** The student uses a working knowledge and understanding of individuals, groups, ideas, ***eras***, developments, and turning points in the history of the world during the emerging global age (1400 – 1750).

| Grade Assessed | Modified Indicator | General Benchmark – By the end of Grade | General Indicator # |
|---|---|---|---|
| ♦ 11A | explains the significance of the Renaissance through the accomplishments of Petrarch, Raphael, Leonardo da Vinci, Michelangelo, Machiavelli, Shakespeare, Gutenberg. | 11 | 1 |

**Benchmark 5:** The student uses a working knowledge and understanding of individuals, groups, ideas, ***eras***, developments, and turning points in the history of the world during the Age of Revolutions (1650 – 1914).

| Grade Assessed | Modified Indicator | General Benchmark – By the end of Grade | General Indicator # |
|---|---|---|---|
| ♦ 11A | analyzes the impact of the Industrial Revolution (i.e., improvements in production and transportation; the rise of an urban working class and labor unions; reform movements, the extension of suffrage). | 11 | 4 |

**Benchmark 6:** The student uses a working knowledge and understanding of individuals, groups, ideas, ***eras***, developments, and turning points in the history of the world during the Era of Global Wars (1914 – 1945).

| Grade Assessed | Modified Indicator | General Benchmark – By the end of Grade | General Indicator # |
|---|---|---|---|
| FOR THE PURPOSES OF THE ASSESSMENT WITH MODIFICATIONS – NO INDICATORS WILL BE ASSESSED. | | | |

Key:
♦ Indicators to be assessed on the assessment with modifications.

Key: 6, 8, or 11 Grade level assessed.
K "Knowledge" item.
A "Application" item.



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**Benchmark 7:** The student uses a working knowledge and understanding of individuals, groups, ideas, ***eras***, developments, and turning points in the history of the world since World War II.

| Grade Assessed | Modified Indicator | General Benchmark – By the end of Grade | General Indicator # |
|---|---|---|---|
| FOR THE PURPOSES OF THE ASSESSMENT WITH MODIFICATIONS – NO INDICATORS WILL BE ASSESSED. | | | |

**Benchmark 8:** The student engages in historical thinking skills.

| Grade Assessed | Modified Indicator | General Benchmark – By the end of Grade | General Indicator # |
|---|---|---|---|
| FOR THE PURPOSES OF THE ASSESSMENT WITH MODIFICATIONS – NO INDICATORS WILL BE ASSESSED. | | | |

Key:
◊ Indicators to be assessed on the assessment with modifications.

Key: 6, 8, or 11 Grade level assessed.
K "Knowledge" item.
A "Application" item.



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# APPENDIX 1

## GLOSSARY

**Absolute Advantage** - Ability to produce more of a product with the same amount of resources compared to another individual or nation. (See comparative advantage)

**Absolute Location** - The location of a point expressed by a grid reference (latitude and longitude).

**Acculturation** - The process of adopting the traits of a cultural group.

**Affirmative Action** - Any of a wide range of programs, from special recruitment efforts to numerical quotas, aimed at expanding opportunities for women and minorities.

**Agribusiness** - A combination of the producing operations of a farm, the manufacture and distribution of farm equipment and supplies, and the processing, storage, and distribution of farm commodities.

**Allocation** - Distribution of resources, goods, or services.

**Alphanumeric Coordinates** - A grid system of letters and numbers on a map to help determine absolute location.

**Aquaculture (var. Aquiculture)** - Cultivating the natural produce of water; raising of fish in enclosed ponds.

**Artifacts** - Objects that were used by people long ago.

**Autonomy** - Self-government; independence.

**Balance of Trade** - The difference in value over a period of time between imports and exports.

**Barter** - Trading goods or services for other goods or services without using money.

**Benefit** - Something that satisfies your wants.

**Biodiversity** - A measure of the distinct characteristics, qualities, or elements of plant and animal life in a defined area; a measure of biological differences.

**Biological Magnification** - The accumulation of a chemical in the fatty tissue of an organism and its concentration at progressively higher levels in the food chain.

**Biome** - See ecosystem.

## APPENDIX 1

**Borrowing** - Promising to repay a given amount of money, often with added interest.

**Capital (Financial Capital)** - Money used to start or invest in businesses.

**Capital Goods, Capital Resources** - Special goods such as tools, equipment, machines, and buildings which are used to produce other goods and services.

**Capitalism** - An economic system based on the private ownership of the means of production and distribution (land, factories, mines, railroads) and their operation for profit, under competitive conditions.

**Carrying Capacity** - The maximum number of animals and/or people a given area can support at a given time.

**Cartogram** - A map that has been simplified to present a simple idea in a diagrammatic way; it is not normally true to scale.

**Caste System** - The strict social segregation of people, specifically in India's Hindu society, based on ancestry and occupation.

**Choropleth Map** - Shows differences between areas by using colors or shading to represent distinct categories of qualities (such as vegetation types) or quantities (such as population density).

**Circular Flow Model** - Shows how households, businesses, and financial institutions interact as they exchange goods and services.

**Civic Values** - Principles and beliefs that people in a society hold in common for common purposes.

**Civilization** - A society that has achieved a high level of culture, including the development of systems of government, religion, and learning.

**Clear and Present Danger** - Any situation where the public safety, health, or well-being is threatened.

**Colonialism** - A policy by which a nation obtains and controls foreign lands as colonies, usually for economic gain.

**Colonization** - The establishment of colonies.

**Command Economy** - An economic system in which economic decisions are made largely by a central authority, usually a government.

**Common Era (C.E.)** - Period from the height of Roman Civilization to the present. CE is synonymous with "A.D." and B.C.E. (before common era) is synonymous with "B.C.".

**Common Good** - For the benefit of the public health, safety, or well-being.

**Communism** - A political and economic system based on the writings of Karl Marx in which the state controls the production and distribution of goods, and social classes and private ownership are discouraged.

**Community** - Any group living in the same area or having interests, work, etc. in common.

**Comparative Advantage** - When one individual or nation has an efficiency advantage over another individual or nation with two separate products but has a greater advantage in one product than in the other. The efficient producer has a comparative advantage for the product in which he or it has greater relative efficiency. (See absolute advantage)

**Compass Rose** - A drawing that shows the orientation of north, south, east, and west on a map.

**Concurrent Powers** - Powers shared by both the federal and state governments.

**Conservation** - The careful use and protection of natural resources, such as soil, forests, and water.

**Constitution** - A document containing the system of fundamental laws of a nation, state, or society.

**Constitutional Monarchy** - Monarchy in which the powers of the monarch are restricted by a constitution.

**Constitutional Powers** - (See expressed powers)

**Consumer** - A person who buys goods or services to satisfy wants.

**Cost** - Something that is given up to satisfy your wants.

**Cultural Characteristics** - (See culture; human feature)

**Cultural Convergence** - The independent development of similarities between separate cultures.

**Cultural Diffusion** - The spread of cultural elements from one culture to another.

**Cultural Divergence** - The development of differing characteristics within a culture, under the influence of unlike environments (how a language changes over time in separate areas).

## APPENDIX I

**Cultural Diversity** - The differences in the way groups of people live, including their customs, beliefs, and arts.

**Cultural Landscape** - The surface of the earth as modified by human action, including housing types, settlement patterns, and agricultural use.

**Culture** - Learned behavior of people which includes belief systems, languages, social relationships, institutions, organizations, and material goods (food, clothing, buildings, tools).

**Database** - A compilation, structuring, and categorization of information for analysis and interpretation.

**Debt** - The accumulated negative balance.

**Deficit** - A negative balance after expenditures are subtracted from revenues for a specific time period.

**Deflation** - The sustained decrease in the general price level of the entire economy, resulting in an increase in the purchasing power of money.

**Demand** - The number of consumers willing and able to purchase a good or service at a given price.

**Democracy** - A government run by the people, in which the citizens make their laws.

**Demographics** - The statistics of population characteristics (birth and death, growth patterns, longevity).

**Depletion** - The lessening or exhaustion of a supply.

**Dictatorship** - A government system controlled by one ruler who has absolute power and usually controlled by force.

**Diffusion** - The spread of people, goods, and ideas from one place to another.

**Distribution** - The arrangement of items over a specified area.

**Economy** - The production and distribution of goods and services within an economic system.

**Economic Sanction** - The withholding, usually by several nations, of loans or trade relations with a nation violating international law, to force it to comply.

**Economic System** - Establishes how a country produces and distributes goods and services.

**Ecosystem** - A system formed by the interaction of all living organisms (plants, animals, humans) with each other and with the physical and chemical factors of the environment in which they live.

**Embargo** - Government restriction placed on trade.

**Emigrant** - A person (migrating away from) leaving a country or area to settle in another.

**Eminent Domain** - (1) The right of a sovereign state to appropriate all or part of any property for necessary public use, making reasonable compensation. (2) The right in international law for one nation to appropriate the territory or property of another for self protection.

**Entrepreneur** - A person who organizes productive resources to take the risk to start a business.

**Equal Opportunity** - The idea that each person is guaranteed the same chance to succeed in life.

**Equilibrium Point** (Equilibrium Price) - The price at which quantity supplied equals quantity demanded.

**Equity** - Conformity to a standard of fair treatment without bias; fairness; impartiality.

**Era** - A period of history marked by some distinctive characteristic.

**Ethnic Enclaves** - Areas or neighborhoods within cities that are homogeneous in their ethnic make-up, and are usually surrounded by different ethnic groups (Chinatown).

**Exchange Rate** - The price of one currency in relation to another currency.

**Expenditures** - Spending on goods and services.

**Exports** - Goods and services produced in one nation and sold to buyers in another nation.

**Expressed Powers** - The powers explicitly granted to Congress by the Constitution. (Enumerated powers are the same as constitutional powers or expressed powers.)

**Externality** - The positive/negative "spill-over effects" to third parties when the production or consumption of goods or services affects the welfare of people who are not directly involved (home improvements increase the value of neighbors' homes, pollution from production negatively affects air quality).

**Fascism** - A system of government characterized by strong nationalist, racist, and military policies, ruled by a dictator, with a centralized control of the basic means of production.

**Fauna** - Animal life.

## APPENDIX I

**Federal Reserve System** - The independent central bank of the United States that controls the money supply.

**Federalism** - A policy favoring strong centralized federal (central government) power. Power of government is divided between national and state governments.

**Feudalism** - An economic and political system in which lords grant land to vassals in exchange for protection,
allegiance, and other services.

**Financial Capital** - The money to acquire the three factors of production (land, labor, and capital such as equipment or buildings).

**Fiscal Policy** - The use of federal government spending, taxing, and debt management to influence general economic activity.

**Flora** - Plant life.

**Geographic Information System (GIS)** - Computerized geographic database that contains information about the spatial distribution of physical and human characteristics of Earth's surface.

**Geographic Questions** - Inquiry about why things are where they are, how they got there, and the significance (Where is something located? Why is it there? With what is it associated? What are the consequences of its locations and associations? What is this place like?).

**Geographic Representation** - Maps, globes, graphs, diagrams, aerial and other photographs, and satellite-produced images used to depict selected aspects of the earth's surface.

**Geographic Tool** - Reference works such as almanacs, gazetteers, geographic dictionaries, statistical abstracts and other data compilations used to provide information about the earth's surface.

**Glaciation** - The formation of glaciers; the condition of being covered by glaciers; the effects produced by the action of glaciers.

**Goods** - Something that you can touch or hold.

**Government** - Institutions and procedures through which a territory and its people are ruled.

**Graphic Representations** - Maps and graphs used to portray geographic information (thematic and choropleth maps, cartograms, graphs [pie, bar, line, population pyramids]).

**Gross Domestic Product (GDP)** - The total market value of all final goods and services produced in the economy in a given year.

**Human Feature (human characteristics)** - Items built by people that modify the earth's surface (towns, roads, dams, mines).

**Human Process** - A course or method of operation that produces, maintains, or alters human systems on earth, such as migration or diffusion.

**Human Resource** - People who work in jobs to produce goods and services.

**Human System** - Human entities that are interrelated, (a city, an airport, and a transportation network).

**Hydrologic Cycle** - The continuous circulation of water from the oceans, through the air, to the land, and back to the sea; evaporation, condensation, and precipitation.

**Immigrant** - A person (migrating into) coming to a particular country or area to live.

**Imperialism** - The policy of increasing a nation's authority by acquiring or controlling other nations.

**Implied Powers** - Powers assumed by government that are not specifically listed in the Constitution.

**Imports** - Goods and services bought from sellers in another nation.

**Income** - Financial gain received as wages/salaries, rent, interest, and/or profit.

**Industrialization** - The growth of machine production and the factory system.

**Inflation** - Sustained increase in the general price level of the entire economy, resulting in a reduction in the purchasing power of money.

**Infrastructure** - The skeletal framework of a nation (highways, roads, water systems, parks) provided by the public sector.

**Interdependence** - People relying on each other in different places or in the same place for ideas, goods, and services.

**Interest Rate** - The price of money that is borrowed or saved, determined by the forces of supply and demand.

**International Trade** - The exchange of goods and services between countries.

## APPENDIX 1

**Isolationism** - A national policy by which a country does not become involved with other nations in agreements and/or alliances.

**Latitude** - A measure of distance, north or south from the equator, expressed in degrees.

**Legend** - An explanatory description or key to features on a map or chart.

**Lending** - To give for temporary use on condition that the same or its equivalent will be returned.

**Lobbyist** - A paid representative of an interest group, who attempts to influence legislation.

**Location** - The position of a point on the Earth's surface, expressed by means of a grid (absolute location) or in relation to the position of other places (relative location).

**Longitude** - A measure of distance, east or west from the Prime Meridian, expressed in degrees.

**Manorialism** - A medieval economic, social, and political system based on the manor (an estate ruled by a lord who enjoyed a variety of rights over land and tenants).

**Map Projection** - The transfer of the shape of land and water bodies, along with a global grid, from a globe to a flat map.

**Market** - Exists whenever buyers and sellers exchange good and services.

**Market Economy** - A system in which buyers and sellers make major decisions about production and distribution, based on supply and demand.

**Martial Law** - Temporary rule by military authorities over civilians, as during a war, occupation, or insurrection.

**Megalopolis** - A large, sprawled urban complex, created through the spread and joining of separate metropolitan areas.

**Mental Map** - The mental image a person has of an area.

**Mercantilism** - An economic system developed in Europe as feudalism died out, intended to unify and increase the power and monetary wealth of a nation by strict governmental regulation of the entire economy, designed to secure bullion, a favorable balance of trade, the development of agriculture and manufacturing, and foreign trading monopolies.

**Migration** - The movement of people or other organisms from one region to another.

**Militarism** - A policy of aggressive military preparedness.

**Mixed Economy** - An economic system which has elements from traditional, command, and/or market economies.

**Monopoly** - An industry in which there is only one firm.

**Monarchy** - Government by a monarch (king, queen, emperor, empress).
**Monotheistic** - Of, relating to, or characterized by the doctrine that there is but one God.

**Movement** - The interaction of people, goods, ideas, or natural phenomena from different places.

**Mythology** - The traditional stories told by a people which explains their beliefs about their world.

**Nationalism** - Intense loyalty and devotion to one's country; desire for national independence.

**National Security** - Defense and safety of a nation's ability to safeguard citizens.

**Natural Resource** - Resources (fields, forests, the sea, and other gifts of nature) used to produce goods and services.

**Non-Renewable Resource** - A finite resource that cannot be replaced once it is used.

**Opportunity Cost** - In making a decision, the most valuable alternative not chosen.

**Parliamentary System** - A system of government in which the chief executive is the leader whose party holds the most seats in the legislature after an election or whose party forms a major part of the ruling coalition.

**Patriotism** - Loyalty and devotion to one's country.

**Physical Feature** - A natural characteristic of a place (elevation, landforms, vegetation).

**Physical Process** - A course or method of operation that produces, maintains, or alters Earth's physical systems (e.g., glaciation, erosion, deposition).

**Physical Systems** - Processes that create, maintain, and modify Earth's physical features and environments, consisting of four categories: atmospheric (e.g., climate), lithospheric (plate tectonics, erosion), hydrospheric (water cycle, ocean currents), and biospheric (plant and animal communities).

**Places** - Locations having distinctive characteristics, which give them meaning and character, and distinguish them from other locations.

## APPENDIX 1

**Plate Tectonics** - The theory that the uppermost part of the earth is divided into plates that slide or drift very slowly, causing the formation of physical features, such as mountains.

**Political Action Committee (PAC)** - An organization that donates contributions from group members in order to support candidates for political office and influence public policy.

**Political Features** - Spatial expressions of political behavior; boundaries on land, water, and air space; cities, towns, counties, countries.

**Population Distribution** - Location patterns of various populations.

**Population Pyramid** - A bar graph showing the distribution by gender and age of the population of a country or other political entity.

**Price** - Amount of money that people pay when they buy a good or service. It is largely determined by the buying and selling decisions of consumers and producers.

**Primary Activities** - Those parts of the economy involved in making natural resources available for use or further processing; includes mining, agriculture, forestry, fishing, hunting, grazing.

**Primary Source** - A first-hand account of an event, person, or place (official document, diary, letter, historical photograph, oral testimony).
**Primate City** - The most important city in a country or region, which often has a population more than twice the size of the second-ranked city; usually a center of wealth and power.

**Privilege** - Something granted by statute (driver's license, voting is a privilege granted through state government).

**Productive Resources** - The natural, human, and capital resources used to produce goods and services.

**Productivity** - A measure of goods and services produced over a period of time with a given set of resources.

**Profit** - After producing and selling a good or service, profit is the difference between revenue and cost of production. If costs are greater than revenue, profit is negative (there is a loss).

**Prohibited Powers** - Powers denied within the Constitution.

**Purge** - To rid a nation, political party, etc., of persons regarded as undesirable.

**Push-Pull Factors** - In migration theory, the social, political, economic, and environmental factors that drive or draw people away from their previous location, often simultaneously.

**Quarternary Activities** - Those parts of the economy concerned with research, with the gathering or disseminating of information, and with administration.

**Region** - An area with one or more common characteristics or features which make it different from surrounding areas.

**Relative Location** - The location of a place or region in relation to other places or regions (northwest or downstream).

**Religion** - A system of beliefs for satisfying a peoples' spiritual wants/needs.

**Renaissance** - A revival or rebirth, usually referring to the revival of classical learning in Italy after the Middle Ages.

**Renewable Resource** - A resource that can be regenerated.

**Representative Democracy** - A system of government where citizens elect public officials to govern on their behalf.

**Republic** - A government rooted in the consent of the governed, whose power is exercised by elected representatives responsible to the governed.

**Reserved Powers** - Powers that are not specifically granted or denied to the federal government are reserved to the states.

**Resource** - An aspect of the physical environment that people value and use.

**Revenue** - Receipts from sales of goods and services.

**Right Freedoms** - Guaranteed in the Constitution and Bill of Rights (right of freedom of speech, worship, etc.).

**Rule of Law** - The concept that widely known and accepted rules and laws of society are followed by those in authority as well as by the governed.

**Satellite Image** - Images taken by manmade orbiting bodies.

**Savings** - Income that is not spent, setting aside income or money for future use.

**Scale** - Relative size as shown on a map (1 inch = 100 miles).

**Scarcity** - Not being able to have everything wanted making choices necessary; when supply is less than demand.

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**Secondary Activities** - Those parts of the economy involved in the processing of raw materials; includes manufacturing, construction, power generation.

**Secondary Source** - An account of an event, person, or place that is not first-hand (textbook information, historically-based movies, biographies).

**Services** - Something that one person does for someone else.

**Socialism** - A political and economic system in which government controls resources and industries.

**Society** - A group of people bound together by the same culture.

**Spatial** - Pertaining to space on the earth's surface.

**Spatial Distribution** - The location(s) shown on a map of a set of human or physical features.

**Spatial Patterns** - The location of phenomena at specific points, in given areas, or along lines, depicted on maps.

**Spatial Representation** - Depiction of the earth's surface using maps (climatic, population, vegetation).

**Specialization** - People who work in jobs where they produce a few special goods and services.

**Spending** - The use of money to buy goods and services.

**Supply** - The quantity of resources, goods, or services that sellers offer at various prices at a particular time.

**Tariff** - A tax imposed on imported goods.

**Technology** - Science applied to achieve practical purposes.

**Tertiary Activities** - Those parts of the economy that fulfill the exchange function and provide market availability of commodities; includes wholesale and retail trade and associated services.

**Thematic Map** - A map representing a specific theme, topic, or spatial distribution (cattle production, climates).

**Theocracy** - A government ruled by religious leaders.

**Trade** - The exchange of goods or services for other goods and services or money.

**Trade Off** - Getting less of one thing in order to get a little more of another.

**Traditional Economy** - A system in which economic decisions are based on custom.

**Urbanization** - The growth of cities.

**Venn Diagram** - Graphic organizer used to determine similarities and differences.

**Wants** - Desires that can be satisfied by consuming a good, service, or leisure activity.

**Welfare State** - Government providing aid to needy people (Social Security, free medical treatment).

**Work Ethic** - Completing a job and doing one's best; attitude of an individual and society towards work.

# APPENDIX 2

## GEOGRAPHIC LOCATIONS

The countries and physical features listed are consistent with the standards content at the specified grade levels. The cities chosen are primate cities, which are regional centers of population, transportation, government, industry, services, culture, or historic significance.

| By the end of Grade 4 | By the end of Grade 6 | |
|---|---|---|
| 6 Đ 4 oceans | Adriatic Sea | Netherlands |
| 50 U.S. capitals | Aegean Sea | 6 Đ Nile River |
| 6 Đ 50 U.S. states | Aleutian Islands | Ohio River |
| 6 Đ 7 continents | Amazon River | Persia (modern Iran) |
| 6 Đ Appalachian Mountains | Athens | 6 Đ Persian Gulf |
| Arkansas River | Bering Strait | 6 Đ Peru |
| Atlanta | 6 Đ Boston | 8 Đ Philadelphia |
| 6 Đ Canada | 11 Đ Brazil | Portugal |
| Caribbean Sea | 6 Đ Central America | Quebec City |
| Chicago | Chesapeake Bay | Red Sea |
| Colorado River | Chile | 6 Đ Rome |
| Denver | 6 Đ China | 11 Đ Sahara Desert |
| 6 Đ Equator | Constantinople (modern Istanbul) | 11 Đ Saudi Arabia |
| Grand Canyon | 6 Đ Egypt | Spain |
| Gulf of California | 6 Đ England | St. Lawrence River |
| 6 Đ Gulf of Mexico | Euphrates River | Tigris River |
| Kansas City | 6 Đ France | Yangtze River |
| Kaw River | Ganges River | 6 Đ Yucatan Peninsula |
| Los Angeles | 6 Đ Greece | |
| 6 Đ Mexico | Himalaya Mountains | |
| 6 Đ Mississippi River | Huang He (Yellow River) | |
| Missouri River | Hudson Bay | |
| Mt. McKinley | 6 Đ India | |
| New York City | Indus River | |
| 6 Đ North and South Poles | 11 Đ Israel | |
| 6 Đ Prime Meridian | 6 Đ Italy | |
| Puerto Rico | Jerusalem | |
| Rio Grande | Mecca | |
| 6 Đ Rocky Mountains | 6 Đ Mediterranean Sea | |
| 6 Đ The Great Lakes | Mesopotamia (modern Iraq) | |
| Topeka | Mexico City Montreal | |
| 6 Đ Washington D.C. | | |
| Wichita | | |

APPENDIX 2

## Geographic Locations *(continued)*

The countries and physical features listed are consistent with the standards content at the specified grade levels. The cities chosen are primate cities, which are regional centers of population, transportation, government, industry, services, culture, or historic significance.

**By the end of Grade 8**

8 Đ All countries of Europe
Alps Mountains
Arabian Sea
8 Đ Argentina
Atlas Mountains
Baghdad
8 Đ Balkan Peninsula
Baltic Sea
11 Đ Beijing
Bering Sea
11 Đ Berlin
11 Đ Black Sea
11 Đ Bosporus Strait
Buenos Aires
8 Đ Cairo
Caspian Sea
8 Đ Columbia
Columbia River
8 Đ Cuba
Danube River
Dominican Republic
11 Đ English Channel
11 Đ Geneva
Gobi Desert
Haiti
11 Đ Hong Kong
Iberian Peninsula
8 Đ International Dateline
11 Đ Iran
11 Đ Iraq
8 Đ Japan
Johannesburg
11 Đ Jordan
8 Đ Kenya
Lagos
Lake Victoria
11 Đ Libya
Lisbon
8 Đ London
Madrid
11 Đ Major countries of Southeast Asia
- Major countries of N. America
- Major countries of S. America
- Major countries of Africa
- Major countries of Asia

Morocco
11 Đ Moscow
Mt. Everest
New Delhi
8 Đ New Orleans
Niger River
North Sea
Ob River
11 Đ Panama Canal
8 Đ Paris
Philippines
Po River
Puerto Rico
Pyrenees Mountains
Rhine River
Rio de Janeiro
8 Đ Rotterdam
Russia
8 Đ Salt Lake City
8 Đ San Francisco
8 Đ Scandinavian Peninsula
Sea of Japan
Seine River
11 Đ Singapore
8 Đ South Africa
St. Louis
Strait of Gibraltar
11 Đ Suez Canal
Sydney
Thames River
The Hague
11 Đ Tokyo
8 Đ Tropic of Cancer
8 Đ Tropic of Capricorn
Ural Mountains
Vancouver
Volga River
Yellow Sea
Zaire River (Congo River)

**By end of Grade 11**
all previous locations

# APPENDIX 3

## GEOGRAPHIC LOCATIONS MARKED FOR THE PURPOSES OF THE ASSESSMENT WITH MODIFICATIONS

The countries and physical features listed are consistent with the standards content at the specified grade levels. The cities chosen are primate cities, which are regional centers of population, transportation, government, industry, services, culture, or historic significance.

| By the end of Grade 4 | By the end of Grade 6 | |
|---|---|---|
| 8 Đ 4 oceans | Adriatic Sea | Netherlands |
| 50 U.S. capitals | Aegean Sea | 11 Đ Nile River |
| 11 Đ 50 U.S. states | Aleutian Islands | Ohio River |
| 8 Đ 7 continents | Amazon River | Persia (modern Iran) |
| 8 Đ Appalachian Mountains | Athens | Persian Gulf |
| Arkansas River | Bering Strait | Peru |
| Atlanta | Boston | Philadelphia |
| 8 Đ Canada | Brazil | Portugal |
| Caribbean Sea | 11 Đ Central America | Quebec City |
| Chicago | Chesapeake Bay | Red Sea |
| Colorado River | Chile | Rome |
| Denver | 11 Đ China | 11 Đ Sahara Desert |
| 8 Đ Equator | Constantinople (modern Istanbul) | Saudi Arabia |
| Grand Canyon | Egypt | Spain |
| Gulf of California | 11 Đ England | St. Lawrence River |
| 8 Đ Gulf of Mexico | Euphrates River | Tigris River |
| Kansas City | 11 Đ France | Yangtze River |
| Kaw River | Ganges River | Yucatan Peninsula |
| Los Angeles | Greece | |
| 8 Đ Mexico | Himalaya Mountains | |
| 8 Đ Mississippi River | Huang He (Yellow River) | |
| Missouri River | Hudson Bay | |
| Mt. McKinley | India | |
| New York City | Indus River | |
| 8 Đ North and South Poles | Israel | |
| Prime Meridian | 11 Đ Italy | |
| Puerto Rico | Jerusalem | |
| Rio Grande | Mecca | |
| 8 Đ Rocky Mountains | 11 Đ Mediterranean Sea | |
| 8 Đ The Great Lakes | Mesopotamia (modern Iraq) | |
| 8 Đ Topeka | Mexico City | |
| 8 Đ Washington D.C. | Montreal | |
| Wichita | | |

APPENDIX 3

## Geographic Locations Marked for the Purposes of the Assessment with Modifications *(continued)*

The countries and physical features listed are consistent with the standards content at the specified grade levels. The cities chosen are primate cities, which are regional centers of population, transportation, government, industry, services, culture, or historic significance.

**By the end of Grade 8**

All countries of Europe
Alps Mountains
Arabian Sea
Argentina
Atlas Mountains
Baghdad
Balkan Peninsula
Baltic Sea
Beijing
Bering Sea
Berlin
Black Sea
Bosporus Strait
Buenos Aires
Cairo
Caspian Sea
Columbia
Columbia River
11 Đ Cuba
Danube River
Dominican Republic
English Channel
Geneva
Gobi Desert
Haiti
Hong Kong
Iberian Peninsula
International Dateline
Iran
Iraq
11 Đ Japan
Johannesburg
Jordan
Kenya
Lagos
Lake Victoria
Libya
Lisbon
London
Madrid
- Major countries of Southeast Asia
- Major countries of N. America
- Major countries of S. America
- Major countries of Africa
- Major countries of Asia

Morocco
Moscow
Mt. Everest
New Delhi
New Orleans
Niger River
North Sea
Ob River
11 Đ Panama Canal
Paris
Philippines
Po River
Puerto Rico
Pyrenees Mountains
Rhine River
Rio de Janeiro
Rotterdam
Russia
Salt Lake City
San Francisco
Scandinavian Peninsula
Sea of Japan
Seine River
Singapore
South Africa
St. Louis
Strait of Gibraltar
Suez Canal
Sydney
Thames River
The Hague
Tokyo
Tropic of Cancer
Tropic of Capricorn
Ural Mountains
Vancouver
Volga River
Yellow Sea
Zaire River (Congo River)

**By end of Grade 11**

all previous locations

# APPENDIX 4

## WORLD HISTORY CONTENT OUTLINE

**I.** The student demonstrates a working knowledge and understanding of individuals, groups, ideas, **eras**, developments, and turning points in the history of the world from prehistoric times through the pre-classical **civilizations**.

**A.** describes the physical and cultural development of mankind from the Paleolithic through the Neolithic Agricultural Revolution and is able to:

1. compare and contrast Paleolithic and Neolithic **cultures**.
2. explain the significance of the Neolithic Agricultural Revolution (including domestication of crops and livestock, pottery, textiles, settled village life, and division of labor).

**B.** understands the accomplishments and significance of the Ancient Near Eastern **civilizations** and is able to:

1. define the term **civilization** (including organized **government**, writing and learning, arts and literature, organized **economy**, and system of religion and morals).
2. explain the importance of the Sumerians as the first **civilization** (including invention of cuneiform, first schools, city-state **government**, **theocracy**, architecture).
3. describe the accomplishments of the Babylonians, Hittites, and Phoenicians (including Hammurabis Code, the use of iron, and the alphabet).
4. describe advances made by the Assyrians and Persians in military and **government** organization.
5. analyze the role of religion in Egyptian **government** and **culture**.
6. distinguish between the Old Kingdom, Middle Kingdom, and Empire periods of Egyptian history.
7. explain the importance of major Egyptian pharaohs (including Akhenaton, Hatsphepsut, and Ramses II).
8. evaluate the importance of the Ancient Persian religion of Zoroastrianism.
9. describe the origins, significance, and major beliefs of Judaism as the world's first **monotheistic** religion and trace its history through the period of Persian influence.

C. understands the accomplishments and significance of the early **civilizations** in India and China and is able to:

1. describe the beginning of urban **culture** in Ancient India (Harrapa and Mohenjo-Dara).
2. explain the **caste system** and the beginning of Hinduism in India.
3. explain the importance of Sanskrit to the development of Indo-European languages.
4. explain the role of the great rivers in shaping the **culture** of both India and China.
5. explain early Chinese concepts of **government** (including The Dynastic Cycle and the Mandate of Heaven).
6. list early Chinese cultural contributions and characteristics (including silk making, calligraphy, veneration of ancestors).

II. The student demonstrates a working knowledge and understanding of individuals, groups, ideas, **eras**, developments, and turning points in the history of the world during the period of the great classical **civilizations** of Greece, Rome, India, and China.

A. understands the geographic, political, economic, religious, and social structures of the Hellenistic **culture** of Ancient Greece and is able to:

1. explain the role of geography on Greek economic, social, and political life.
2. explain the significance of Greek **mythology** and religion to everyday life of the Ancient Greeks and how such works as the *Iliad*, the *Odyssey*, and *Aesops Fables* permeate our literature and language today.
3. analyze the strengths and limits of Athenian **democracy**.
4. compare and contrast the **cultures** of Athens and Sparta.
5. describe the founding, expansion, and political organization of the Persian Empire.
6. explain the significance of the Persian and Peloponnesian Wars (including an analysis of *Pericles' Funeral Oration*).
7. describe the enduring contributions of important Greek figures in the arts, sciences, mathematics, philosophy, literature, and history (including Homer, Sappho, Herodotus, Thucydides, Socrates, Plato, Aristotle, and Sophocles).

B. understands how the conquests of Alexander the Great led to the establishment of the new Hellenistic **culture** and is able to:

1. describe the encounter between Macedon and the divided Greek city-states (including the warning of Demosthenes).
2. describe the geographic and military nature of Alexander's empire.
3. describe Hellenistic advances in medicine, science, and philosophy (including Euclid, Archimedes, Hippocrates, the Epicureans, and the Stoics).
4. explain how Alexandria became a center of Hellenistic and Jewish **culture** (great library).

C. understands the history of the Roman **Republic** and Roman Empire and their impact on Western Civilization and is able to:

1. describe the influence of geography on Roman economic, social, and political development.
2. compare and contrast the governmental structure of the Roman **Republic** with that of the United States.
3. outline the general history of the Punic Wars (Hannibal, Scipio).
4. explain how **Imperialism** brought about economic, social, and political change in Rome.
5. analyze the economic, social, and political impact of the Pax Romana.
6. analyze the fall of the Roman **Republic** and the rise of dictators (Julius Caesar).
7. describe major Roman contributions in law, architecture, and engineering.
8. explain how Roman military domination influenced the **culture** of Western Europe.
9. analyze the fall of the Roman Empire in terms of both internal problems (economic, social, military, political) and external problems (provincial disorder, loss of **trade** and **revenue**, tribal **migrations**, and attacks).

D. understands the history of the development and spread of early Christianity and is able to:

1. describe the origins of Christianity in the Jewish messianic prophecies, the life and teachings of Jesus of Nazareth as described in the New Testament, and the contribution of St. Paul the Apostle in defining and spreading Christianity.
2. explain the circumstances which led to the spread of Christianity in Europe and other Roman territories.
3. describe the structure of the early Catholic Church (Pope, bishops, priests, etc.)

E. knows the historical, cultural, and religious traditions of Classical India and is able to:

1. explain basic Hindu beliefs and concepts (including karma, reincarnation, and moksha).
2. describe the founding and major beliefs of Buddhism.
3. compare and contrast Hinduism and Buddhism.
4. explain who Ashoka was and why he is important to the spread of Buddhism.
5. describe the role of women and the family under Hindu **culture**.
6. describe important aesthetic and intellectual contributions of Indian Civilization (Sanskrit literature, Ramayana, Vedas, metallurgy, Hindu-Arabic numerals, and the zero).

F. knows the historical, cultural, and religious traditions of Classical China and is able to:

1. describe the life of Confucius and the fundamental teaching of Confucianism.
2. describe the policies and achievements of the emperor Shi Huangdi in unifying northern China under the Qin dynasty.
3. compare and contrast the philosophies of Confucianism, Taoism, and legalism.
4. explain how the Chinese system of civil service examinations was used to select **government** officials.
5. describe advances made in the arts, sciences, and **technology** during the Han Dynasty (esp. the invention of paper).

III. The student demonstrates a working knowledge and understanding of individuals, groups, ideas, eras, developments, and turning points in the history of the rising new civilizations of AD 500-1450.

A. understands the enduring legacy of Rome in the Byzantine Empire and is able to:

1. describe how Byzantium transmitted Roman and other ancient traditions.
2. explain the conflicts that led to the split between Roman Catholic and Greek Orthodox Christianity.
3. identify the sources of power that allowed Byzantium to withstand Arab attacks from the 7th-10th centuries.

B. understands the rise of Islam and is able to:

1. describe Mohammed's rise as a religious leader and his teachings as embodied in the *Koran*.
2. explain why and how Islam expanded from the Arabian Peninsula to become a flourishing **civilization** across Asia, Africa, and into Europe.
3. compare and contrast Islamic achievements in science, mathematics, medicine, the arts, and literature with those of medieval Europe.

C. understands the coalescence of political and social order in early medieval Europe and is able to:

1. assess the impact of the Anglo-Saxon and Viking invasions on England.
2. describe early medieval Christianity in Europe— its spread, its structure, the role of monasticism, and the concept of "Christendom."
3. assess the role of Charlemagne in European **civilization**.
4. explain the contractual relations in **feudalism** and **manorialism**.
5. assess the impact of technical advances in agriculture.

**D.** understands the history of the Middle Empire in China and is able to:

1. describe political, economic, and cultural developments during the Sui, Tang, and Sung dynasties including the rise of **trade** and a modern **market economy**, and the influence of the Taoist worldview.
2. assess the impact of the Mongol invasion, Kublai Khan, and Marco Polo.
3. describe the founding and importance of the Ming dynasty.

**E.** understands the history of the **civilization** of feudal Japan and is able to:

1. explain China's influence: Buddhism, Confucianism, law, and the arts.
2. compare and contrast Japanese and European **feudalism**: knight/samurai; chivalry/bushido.
3. identify Japanese art, architecture, drama, and literature including the *Tale of Genghi.*

**F.** understands the history of the Mongol Empire and Medieval Russia and is able to:

1. describe the political, economic, and religious development of Russia from Kiev to Muscovy including the conversion to Orthodox Christianity, the Mongol conquest, and Ivan the Great.
2. analyze Russia's relations with Western Europe.

**G.** understands the **civilization** of the High Middle Ages in Europe and is able to:

1. explain how the growth of **trade** and towns influenced the power of central **governments**.
2. analyze the struggle between church and state as exemplified by the case of Becket and Henry II.
3. assess the impact of the Crusades on Christendom and Islam.
4. describe the development and influence of the medieval universities.
5. describe the origins of representative **government** in England including the *Magna Carta* and the Model Parliament.
6. describe late medieval achievements in art and architecture including gothic architecture.

**IV.** The student demonstrates a working knowledge of individuals, groups, ideas, eras, developments, and turning points in the history of the world during the emerging global age 1400-17[illegible]

**A.** understands the history of the waning of the Middle Ages and is able to:

1. explain how Europe was weakened by the Crusades, the Black Death, and the Hundred Years War.
2. explain how an increase in agricultural **productivity** helped promote the rise of the middle class.

**B.** understands the history of **Renaissance civilization** and is able to:

1. analyze the economic foundations of the **Renaissance**, including European interaction with Muslims, increased **trade**, role of the Medicis, and new economic practices.
2. describe advances in art, literature, scholarship, and **technology** including the work of Petrarch, Leonardo DaVinci, Michelangelo, Shakespeare, Gutenberg, and Prince Henry the Navigator.
3. compare and contrast the Italian and Northern **Renaissance**.

**C.** understands the history of the Ottoman and Mogul empires and is able to:

1. describe the rise of the Ottoman Empire from the capture of Constantinople through the reign of Suleiman the Magnificent.
2. describe the contributions of great Mogul rulers such as Akbar the Great.
7. identify Mogul contributions to art and architecture, including The Taj Mahal.

**D.** understands the economic changes during the emerging global age and is able to:

1. describe the Commercial Revolution and early **capitalism** in Europe.
2. describe the Reconquista and the expulsion of Jews and Muslims from Spain.
3. explain how the flow of gold and silver from the New World led to the Price Revolution in the Old.

**E.** understands the history of the Reformation and is able to:

1. explain how the theological, political, and economic ideas of Reformation figures Erasmus, Martin Luther, and John Calvin ended the 1000-year dominance of the Roman Catholic Church.
2. explain the circumstances leading to the English Reformation.
3. analyze the influence of religious conflicts on **government** actions, including the Edict of Nantes and the evolution of laws that reflect greater religious toleration.
8. describe ways in which the Counter-Reformation revitalized the Catholic Church including the significance of the Jesuits and the Council of Trent.

**F.** understands the history of Japan and China in the early global age and is able to:

1. explain how and why Japan embarked on a period of isolationism under the Tokugawa Shogunate.
2. assess Japanese art and literature, including kabuki theater, as a reflection of cultural ideals.
3. describe Ming contributions to art and learning.
4. describe the conquest of the Ming and the establishment of the Manchu Dynasty.
9. assess the growing European influence on China.

G. understands the rise of the European colonial empires and is able to:

1. explain the theory and practice of mercantilism.
2. describe the rise of the Portuguese, Spanish, Dutch, French, and English as colonial powers.

V. The student demonstrates a working knowledge of individuals, groups, ideas, eras, developments, and turning points in the history of the world during the Age of Revolutions 1650-1914.

A. understands the history and significance of the Scientific Revolution and is able to:

1. describe early prior advances in theory: Copernicus, Kepler, Bacon, Galileo.
2. analyze the significant work of thinkers such as Isaac Newton.
3. assess the importance of technological advances including the microscope and telescope.
4. analyze the differences between religion and science as keys to understanding nature.

B. understands the history of the Enlightenment and is able to:

1. summarize the ideas of significant thinkers including Hobbes, Locke, Voltaire, Montesquieu, Rousseau, Jefferson, Franklin, and Wollstonecraft.
2. explain how Enlightenment ideas were spread, including the work of Diderot and the role of the salons.

C. understands the history of the Age of Absolutism and is able to:

1. describe the nature of absolute **monarchy** in Spain (Charles V, Philip II), France (Henry IV, Richelieu, Louis XIV), Russia (Peter the Great, Catherine the Great), and Prussia (Frederick the Great).
2. explain how the balance of power concept and mercantilist policies were driving forces in international relations during the Age of Absolutism.

D. understands the history of great political revolutions and is able to:

1. explain the significance of The English Civil War, the failed experiment in republican **government**, the Restoration, and the Glorious Revolution.
2. describe the major figures and events in the French Revolution including the Estates General, fall of the Bastille, Robespierre and the Terror, and the events of Thermidor.
3. compare and contrast the American and French Revolutions.
4. describe the rise and fall of Napoleon and the Vienna Settlement of 1815.

**E.** understands the history of the Industrial Revolution and is able to:

1. explain the preconditions for industrialism in place in England and Western Europe.
2. describe the technological advances made in textile production, the development of steam power, transportation, and communications.
3. explain the emergence of capitalist ideas, including the influence of Adam Smith, Thomas Malthus, and David Ricardo.
4. analyze various responses to **capitalism** including utopianism, **communism**, **socialism**, utilitarianism, and the social teachings of Leo VIII.
5. describe social changes caused by Industrialism, particularly those effecting the urban working class.

**F.** understands the history of the urban **culture** of the 19th Century and is able to:

1. assess developments in public health and modernization: water, sewers, lights, parks, police.
2. assess the role of women in social **services**: Florence Nightengale, Jane Addams.
3. describe the role of realist writers including Dickens and Zola.

**G.** understands the search for political **democracy** and social justice and is able to:

1. explain how social dissatisfaction led to Europeanwide uprisings in 1848.
2. analyze how suffrage was extended throughout the 19th and 20th centuries with universal male suffrage becoming common and suffrage being extended to women in some cases.

**H.** understands the history of Western **nationalism** and **imperialism** and is able to:

1. describe the unification of Italy, including the roles of Mazzini, Garibaldi, and Cavour.
2. describe the unification of Germany, including the role of Bismarck.
3. analyze the impact of **nationalism**, Social Darwinism, and racism in development of imperialist ideology.
4. trace the development of European **colonialism** in Africa, Asia, and the Middle East.

**I.** understands the history of major developments in Japan and China and is able to:

1. assess the significance of the Meiji era, including the rise of Japan as an industrial and military power, the significance of the Sino-Japanese War, and the Russo-Japanese War.
2. describe the development of anti-foreign sentiment and the rise of Chinese **nationalism** including the Opium War, the Boxer Rebellion, and the 1911 Revolution.

J. understands the history of **nationalism**, resistance, and rebellion in India and Africa and is able to:

1. describe the growth of Indian **nationalism** as characterized by such developments as the Sepoy Rebellion and the rise of the British-educated Indian leaders of the nationalist movement.
2. describe African resistance to colonial rule such as the Malinke warriors against the French, the Zulu against the British, and the Ethiopian defeat of the Italians in 1896.

K. understands the history of progress and its limits during the 19th and early 20th centuries and is able to:

1. analyze progress in science and medicine: the Curies, Einstein, Lister, Pasteur, Darwin, Freud.
2. evaluate progress in **technology**: Bell, Benz, the Wright brothers, Edison, Marconi.
3. describe advances in living standards: public education, recreation.
4. describe the roles of literary figures such as Dostoyevski, Tolstoy, and Ibsen.

VI. The student demonstrates a working knowledge of individuals, groups, ideas, eras, developments, and turning points in the history of the world during the Era of Global Wars 1914-1945.

A. understands the history of World War I and is able to:

1. analyze the long range causes: **nationalism**, **militarism**, the arms race, **imperialism**, the alliance system, the role of yellow journalism.
2. describe the immediate causes of the war in terms of the events of August 1914.
3. describe the nature of total war and how it affected both the battlefield and the home front.
4. analyze the demographic impact of the war on the post-war generation.

B. understands the history of the Russian Revolutions of 1917 and their aftermath and is able to:

1. describe the events surrounding the Revolution of 1905.
2. explain how mismanagement of the war contributed to the February Revolution.
3. describe the roles played by Kerensky, Lenin, and Trotsky.
4. explain the emergence of the communist **dictatorship** during the Russian Civil War.

C. understands the aftereffects of war and **colonialism** and is able to:

1. evaluate the success of the Paris Conference and the Treaty of Versailles.
2. evaluate Woodrow Wilson's 14 Points.
3. describe the newly created nations in Eastern and Central Europe and their disputed boundaries.
4. analyze the weakness of the Weimar **Republic**.
5. evaluate Indian **nationalism** and the role of the Congress Party, Gandhi, and the Muslim Party.
6. trace the development of China and the Far East emphasizing the roles of the Kuomingtang, Chiang Kae-Shek, and Ho Chi Minh.
7. describe how post-war territorial settlements in the Middle East led to Arab dissatisfaction with the West.

D. understands the history of the rise of **militarism** and totalitarian states and is able to:

1. describe the nature and rise of totalitarian **governments** in Italy, Germany, and the Soviet Union.
2. analyze the nature of the Italian and German **dictatorships**, with special attention to the roles of Mussolini, Hitler, and anti-Semitism.
3. describe the major developments in the Soviet Union: the rise of Stalin, the collectivization of agriculture, the **purges**.
4. trace the development of **militarism** in Japan and expansion into Manchuria.

E. understands the history of the origins of World War II and is able to:

1. evaluate the reasons for the failure of the democracies to answer aggressions in Manchuria and Ethiopia.
2. evaluate the lack of response to German aggression: the Anschluss, the Munich Crisis, the Hitler-Stalin Pact.
3. describe the relationship among the allies: Churchill, Roosevelt, and Stalin.

F. understands the history of World War II and is able to:

1. analyze the strengths and weaknesses of participants in terms of science, **technology**, and **human resources**.
2. describe the phase of Axis victories: German control of most of Europe and Japanese control of much of Asia.
3. describe life in Nazi Europe including forced labor, concentration camps, the Holocaust, resistance movements, and the officer's plot.
4. identify major turning points: Battle of Britain, Midway, North Africa, Stalingrad, Leningrad, the Normandy invasion, the bombing of Hiroshima and Nagasaki.
5. identify atrocities committed in the Pacific.

**VII.** The student demonstrates a working knowledge and understanding of individuals, groups, ideas, eras, developments, and turning points in the history of the world since World War II.

**A.** understands the history of the Cold War and is able to:

1. explain how the Yalta and Potsdam conferences led to zones of military occupation after World War II and the Soviets backed Communist parties in their zones.
2. explain how the Truman Doctrine and Marshall Plan were reactions to growing communist power.
3. list the European countries which were behind the "Iron Curtain."
4. explain the reasons the Soviets supported the Berlin blockade and the building of the Berlin Wall.
5. explain what NATO and the Warsaw Pact were and why they were formed.
6. explain how the Korean War and the Vietnam War were related to the Cold War.
7. compare and contrast the economic and political systems of the non-communist and communist nations.
8. analyze the collapse of the Soviet Union (economic failure, **demand** for national and human **rights**, role of Gorbachev).

**B.** understands the growth of international peace-keeping organizations:

1. explain how the failure of the League of Nations and World War II led to the founding of the United Nations.
2. explain the principles embodied in the U.N. Charter and the Universal Declaration of Human Rights.
3. describe the economic and humanitarian achievements of the U.N.
4. analyze the successes and failure of U.N. peace-keeping efforts.

**C.** knows the history of major regional conflicts in the period since World War II and is able to:

1. explain the background of the conflict between Israel and its neighbors.
2. analyze the roots of the conflict between Hindus and Muslims in India.
3. trace the history of ethnic unrest in the Balkans.

**D.** understands the economic, military, and demographic shifts which have taken place in the world since 1945 and is able to:

1. explain the rise of Germany and Japan as economic powers.
2. explain the Chinese Communist Revolution and the role of Mao Zedong.
3. analyze the economic and military potential of growing nations (including China, India, and Brazil).
4. explain the role of international economic organizations (European **Community**, OPEC, etc.).
5. analyze the implications of the growth of Islam as a religion and **culture.**
6. explain how selected countries have dealt with the problems of independence from colonial rule.

**E.** understands the impact of technological changes since the mid-Twentieth Century and is able to:

1. describe the development and use of nuclear energy in munitions, electrical power generation, and medicine.
2. analyze the impact of **technology** on communications, learning, entertainment, and bioscience (DNA, cloning, etc.).
3. explain the role of the environmental or "Green" movement.
4. explain how late Twentieth Century art, architecture, music, and literature have influenced modern **culture**.
5. assess the practical and intellectual impact of space exploration.
6. assess the role of mass education in developed and developing nations.

# APPENDIX 5

## INTERDISCIPLINARY APPROACH IDEAS LINKED TO BENCHMARKS

*These examples suggest ways the separate discipline benchmarks can be integrated.*

### Grades K-2

| THEMES | BENCHMARKS |
|---|---|
| Communities | Civics-Government Benchmark 1, 4, and 5<br>Economics Benchmark 1, 2, 3, 4, and 5<br>Geography Benchmark 1, 2, 3, 4, and 5<br>History Benchmark 2 and 4 |
| Exploring Our Neighborhood | Civics-Government Benchmark 1, 2, 3, 4, and 5<br>Economics Benchmark 1, 2, 3, 4, and 5<br>Geography Benchmark 1, 2, 3, 4, and 5<br>History Benchmark 2, 3, and 4 |
| Famous People, Places, and Events | History Benchmark 1 and 3 |
| Special Observations | History Benchmark 1 and 3 |
| The World Around Us | Civics-Government Benchmark 2, 3, 4, and 5<br>Economics Benchmark 2<br>Geography Benchmark 1<br>History Benchmark 1, 2, and 3 |

# INTERDISCIPLINARY APPROACH IDEAS LINKED TO BENCHMARKS

*These examples suggest ways the separate discipline benchmarks can be integrated.*

## Grades 3-4

| THEMES | BENCHMARKS |
|---|---|
| How Government and Business Work | Civics-Government Benchmark 1, 2, 3, 4, and 5<br>Economics Benchmark 1, 2, 3, and 4<br>Geography Benchmark 1, 2, 4, and 5<br>Kansas History Benchmark 1 and 3 |
| Money, Trade, and Resources | Economics Benchmark 1, 2, 3, 4, and 5<br>Geography Benchmark 2, 4, and 5<br>Kansas History Benchmark 1, 3, and 4 |
| The History of Communities | Civics-Government Benchmark 1, 2, and 4<br>Economics Benchmark 1 and 4<br>Geography Benchmark 1, 2, 3, 4, and 5<br>Kansas History Benchmark 1, 2, 3, 4, and 5<br>United States and World History Benchmark 1, 2, 3, and 4 |
| Why Communities Grow Where They Do | Civics-Government Benchmark 2<br>Economics Benchmark 1, 2, and 3<br>Geography Benchmark 1, 2, 3, 4, and 5<br>Kansas History Benchmark 1, 3, and 4<br>United States and World History Benchmark 2 and 4 |

# INTERDISCIPLINARY APPROACH IDEAS LINKED TO BENCHMARKS

*These examples suggest ways the separate discipline benchmarks can be integrated.*

## Grades 5-6

| THEMES | BENCHMARKS |
|---|---|
| Citizenship Roles: Rights, Responsibilities, and Privileges | Civics-Government Benchmark 2, 3, 4, and 5<br>United States History Benchmark 2 and 3<br>World History Benchmark 2 and 3 |
| Creating a Nation (to 1800) | Civics-Government Benchmark 1, 2, 3, 4, and 5<br>Economics Benchmark 1, 3, and 4<br>Geography Benchmark 1, 2, 3, 4, and 5<br>Kansas History Benchmark 1<br>United States History Benchmark 1, 2, and 3<br>World History Benchmark 2, 3, 4, and 5 |
| Interacting with Our Environment | Economics Benchmark 1, 2, and 3<br>Geography Benchmark 1, 2, 3, 4, and 5<br>United States History Benchmark 1, 2, and 3<br>World History Benchmark 1, 2, 3, and 4 |
| Our Nation's Government at Work | Civics-Government Benchmark 1, 2, 3, 4, and 5<br>Economics Benchmark 1, 3, and 4<br>Geography Benchmark 4<br>United States History Benchmark 2 and 3 |
| The Skills of a Consumer | Economics Benchmark 1, 2, 3, 4, and 5<br>Geography Benchmark 4<br>United States History Benchmark 1<br>World History Benchmark 3 and 4 |
| World History | Civics-Government Benchmark 5<br>Economics Benchmark 1, 2, 3, and 4<br>Geography Benchmark 1, 2, 3, 4, and 5<br>United States History Benchmark 1, 2, and 3<br>World History Benchmark 1, 2, 3, 4, and 5 |

# INTERDISCIPLINARY APPROACH IDEAS LINKED TO BENCHMARKS

*These examples suggest ways the separate discipline benchmarks can be integrated.*

## Grades 7-8

| THEMES | BENCHMARKS |
|---|---|
| Economic Systems | Civics-Government Benchmark 4 and 5<br>Economics Benchmark 1, 2, 3, and 4<br>Geography Benchmark 2, 4, and 5<br>Kansas History Benchmark 7 |
| History of World Regions | Civics-Government Benchmark 4 and 5<br>Economics Benchmark 3 and 4<br>Geography Benchmark 1, 2, 3, 4, and 5<br>Kansas History Benchmark 1, 2, and 4<br>United States History Benchmark 1 and 2 |
| Kansas Studies | Civics-Government Benchmark 1, 2, 3, 4, and 5<br>Economics Benchmark 2, 3, and 4<br>Geography Benchmark 1, 2, 3, 4, and 5<br>Kansas History Benchmark 1, 2, 3, 4, 5, 6, 7, and 8<br>United States History Benchmark 1 and 2 |
| Personal Finance | Economics Benchmark 1, 2, 3 and 5 |
| Specialized Map Making and Interpretation | Geography Benchmark 1, 2, 3, 4, and 5<br>Kansas History Benchmark 1, 2, 3, 4, 5, 6, and 7<br>United States History Benchmark 1 and 2 |
| The Migration of People | Civics-Government Benchmark 4<br>Economics Benchmark 2<br>Geography Benchmark 1, 2, 4, and 5<br>Kansas History Benchmark 2, 3, 4, 5, 6, and 7<br>United States History Benchmark 1 and 2<br>World History Benchmark 2 and 4 |

APPENDIX 5

# INTERDISCIPLINARY APPROACH IDEAS LINKED TO BENCHMARKS

*These examples suggest ways the separate discipline benchmarks can be integrated.*

**Grades 7-8** *(continued)*

| THEMES | BENCHMARKS |
|---|---|
| The Nation Emerges (the 1800s) | Civics-Government Benchmark 1, 2, 3, 4, and 5<br>Economics Benchmark 2, 3, and 4<br>Geography Benchmark 1, 2, and 5<br>Kansas History Benchmark 1, 2, 3, 4, and 5<br>United States History Benchmark 1, 2, and 3 |
| The National Economy | Civics-Government Benchmark 5<br>Economics Benchmark 1, 2, 3, and 4<br>Geography Benchmark 4<br>Kansas History Benchmark 4, 5, 6, and 7<br>United States History Benchmark 1 and 2 |
| The U.S. Government and How it Works | Civics-Government Benchmark 1, 2, 3, 4, and 5<br>Economics Benchmark 2, 3, and 4<br>Kansas History Benchmark 2, 3, 4, 5, 6, and 7<br>United States History Benchmark 1 and 2 |

# INTERDISCIPLINARY APPROACH IDEAS LINKED TO BENCHMARKS

*These examples suggest ways the separate discipline benchmarks can be integrated.*

## Grades 9-11

| THEMES | BENCHMARKS |
|---|---|
| Adults as American Citizens | Civics-Government Benchmark 1, 2, 3, 4, and 5<br>Economics Benchmark 1, 2, 3, 4, and 5<br>Geography Benchmark 1<br>Kansas History Benchmark 6 and 7<br>United States History Benchmark 6 and 7<br>World History Benchmark 2 |
| Cultural Diversity | Civics-Government Benchmark 1, 2, 4, 5<br>Economics Benchmark 1, 3, 5<br>Geography Benchmark 1, 2, 4, 5<br>Kansas History Benchmark 5, 6, 7<br>United States History Benchmark 4, 5, 6<br>World History Benchmark 6, 7, 8 |
| Current Issues | Civics-Government Benchmark 1, 2, 3, 4, and 5<br>Economics Benchmark 1, 2, 3, 4, and 5<br>Geography Benchmark 1, 2, 3, 4, and 5<br>Kansas History Benchmark 4, 7, and 8<br>United States History Benchmark 6 and 7<br>World History Benchmark 7 and 8 |
| Human Rights | Civics-Government Benchmark 1, 2, 3, 4, and 5<br>Economics Benchmark 4<br>Geography Benchmark 2 and 4<br>Kansas History Benchmark 2, 3, 4, 6, and 7<br>United States History Benchmark 1, 2, 3, 5, 6, and 7<br>World History Benchmark 5, 6, 7, and 8 |
| Impact of Conflict | Civics-Government Benchmark 1, 2, 3, 4, and 5<br>Economics 3 and 4 Geography Benchmark 1, 2, 3, and 4<br>Kansas History Benchmark 1, 2, 3, 4, 5, and 7<br>United States History Benchmark 1, 2, 3, 4, 5, 6, and 7<br>World History Benchmark 3, 4, 5, 6, and 7 |

APPENDIX 5

# INTERDISCIPLINARY APPROACH IDEAS LINKED TO BENCHMARKS

*These examples suggest ways the separate discipline benchmarks can be integrated.*

**Grades 9-11** *(continued)*

| THEMES | BENCHMARKS |
|---|---|
| International Fiscal Policy | Civics-Government Benchmark 3, 4, and 5<br>Economics Benchmark 2, 3, and 4<br>Geography Benchmark 4<br>United States History Benchmark 5 and 6<br>World History Benchmark 7 |
| Leadership | Civics-Government Benchmark 2, 3, 4, and 5<br>Economics Benchmark 1 and 4<br>Kansas History Benchmark 4, 5, and 6<br>United States History Benchmark 5, 6 and 7<br>World History Benchmark 2, 3, 4, 5, and 6 |
| Women's Issues | Civics-Government Benchmark 1, 2, 3, 4, and 5<br>Economics Benchmark 4<br>Kansas History Benchmark 3<br>United States History Benchmark 3, 4, 6, and 7<br>World History Benchmark 5, 6, 7, and 8 |

# APPENDIX 6

## DO YOU KNOW THE REQUIREMENTS?

Are you meeting the requirements placed on your social studies program by outside entities? Program requirements, which stem from state legislation and KSBE Quality Performance Accreditation regulation, are outlined below. Additionally, there are college eligibility requirements defined by the Kansas Board of Regents.

**Evidence Of Social Studies Performance**
The following two questions address accreditation criteria to be met through evidence of student performance monitored at the time of a building's accreditation visit for Quality Performance Accreditation.

(1) Does the performance of all student groups on state social studies assessments reflect improvement (if social studies is a targeted outcome) or sustained status (if not targeted for improvement)?

(2) Does performance of all student groups on local social studies assessments reflect improvement (if social studies is a targeted outcome) or sustained status (if not targeted for improvement)? Locally determined performance assessment in social studies is a State Board of Education mandate and evidence will be expected at the Cycle II accreditation visit.

Additionally, the Quality Performance Accreditation Annual Report contains assurances addressing social studies related regulations. Building principals are required to certify that the regulations are being met. Should those assurances not be certified, or are lacking, the visiting team will be given that information for use in making its accreditation recommendation.

**Required Social Studies Programs**
The Kansas State Board of Education includes requirements for Kansas history and government, United States history, and United States government to include the Constitution of the United States, as a part of the Quality Performance Accreditation Regulations.

Specifically, the Kansas history and government regulation states:

(1) Each board of education shall include in its social studies curriculum, within one of the grades seven to twelve, a course of instruction in Kansas history and government. The course of instruction shall be at least nine consecutive weeks and at least 1,800 minutes.

(2) Each board of education shall:

A. Determine the specific curriculum and the grade in which the course of instruction is to be offered; and,

B. Waive this requirement for any student who transfers into the district at a grade level above that in which the course of instruction in Kansas history and government is taught.

**Social Studies Graduation Requirements**

The requirements for United States history and government fall under policy regarding student eligibility for high school graduation upon the completion of a minimum of 21 units of credit. Each local school board is to adopt a policy specifying that pupils shall be eligible for graduation only upon completion of requirements which include three units (6 semesters) of social studies; among these, one unit of United States history and at least 1/2 unit of United States government, including the Constitution of the United States, and except as provided in the case of student transfer, a course of instruction in Kansas history and government within one of the grades seven through twelve.

**Kansas Regent's Schools Eligibility**

There are additional requirements to consider in preparing students to enter a Regent's school in Kansas. To qualify for admission to any of the six Kansas Regent's universities, students need to complete a pre-college curriculum with at least a 2.0 grade point average on a 4.0 scale; or have an ACT score of 21 or above; or rank in the top third of their class. For social studies programs this means students must complete one unit of United States history; 1/2 unit of United States government; one unit selected from courses in psychology, economics, civics, history, current social issues, sociology, anthropology, and/or race relations; and 1/2 unit selected from world history, world geography, or international relations. These Regent's requirements are not tied to QPA.

# APPENDIX 7

# RESOURCES

## CIVICS-GOVERNMENT

*National Standards*

National Standards for Civics and Government, Center for Civic Education, 5146 Douglas Fir Road, Calabasas, California 91302-1467. (800) 350-4223.
ISBN# 0-89818-155-0

*National and State Organizations*

Center for Civic Education. 5146 Douglas Fir Road, Calabasas, California 91203-1467. (818) 591-9321. http://www.civiced.org

Constitutional Rights Foundation. http://www.crf-usa.org

Institute for the Study of Civic Values. http://www.libertynet.org/government.html

Kansas Law and Citizenship Project. Kansas Bar Association, 1200 Harrison, P.O. Box 1037, Topeka, Kansas 66601. (785) 234-5696. http://www.kbar.org

National Law-Related Education Resource Center. American Bar Association, 705 N. Lake Shore Drive, Chicago, Illinois 60611. (312) 988-5000

*Reference Material/Lessons*

Prepare Citizens: Linking Authentic Assessment and Instruction in Civic/Law-Related Education.
B. Miller and L. Singleton, Social Science Education Consortium, Boulder, 1997. ISBN 0899943896

Take a Stand. Daniel Weizmann, Price Stern Sloan, Los Angeles, 1996. ISBN 08431799X

Teaching Tolerance. Southern Poverty Law Center, 400 Washington Avenue, Montgomery, Alabama 36104. Info@abanet.org

Words That Made America Great. Jerome B. Agel, Random House, New York, 1997. ISBN 0375706518

## APPENDIX 7

*Technology Resources*

Kansas Citizen and Law Education Project
http://www.kscourts.org

Kansas Government
http://www.ink.org/government.html

## ECONOMICS

*National Standards*

Voluntary National Content Standards in Economics. National Council on Economic Education,
1140 Avenue of the Americas, New York, New York 10036. ISBN# 1-56183-433-5

*National and State Organizations*

Centers for Economic Education.
Emporia State University, Campus Box 4058, Emporia, Kansas 66801 (316) 341-5678;
Fort Hays State University, Department of Teacher Education, Hays, Kansas 67601-4099 (785) 628-4204;
University of Kansas, 9 Bailey Hall, Lawrence, Kansas 66045 (785) 864-9682, http://www.soc.ukans.edu/cee;
Kansas State University, 2323 Anderson Avenue #229, Manhattan, Kansas 66502-2912 (785) 532-5597;
Pittsburg State University, 207 Hughes Hall, Pittsburg, Kansas 66762 (316) 235-4499;
Wichita State University, Campus Box 78, Wichita, Kansas 67260-0078 (316) 978-3452
http://www.nationalcouncil.org
ncee@eaglobal.org

Foundation for Teaching Economics. 260 Russell Boulevard, Suite B, Davis, California 95616-3839
(530) 757-4630 http://www.fte.org/

Indiana Department of Education. Office of Program Development, Room 229, State House, Indianapolis,
Indiana 46204-2798 (317) 232-9186

Kansas Council on Economic Education. Wichita State University, Devlin Hall, Box 147, Wichita, Kansas 67260-0147 (316) 978-5183
http://www.kcee.twsu.edu, kcee@twsuvm.uc.twsu.edu

*Reference Material/Lessons*

Contact centers for economic education (above):

Economics America: A Framework for Teaching Basic Economic Concepts.
Focus: Middle School Economics & Focus: High School Economics.
Master Curriculum Guides: Teaching Strategies, K-2, 3-4, & 5-6.

*Technology Resources*

http://www.fte.org/weblesson.html

## GEOGRAPHY

*National Standards*

Geography for Life, National Geography Standards. National Geographic Society, P.O. Box 1640,
Washington, D. C. 20013-1640 (800) 368-2728 ISBN 0-7922-2775-1

*National and State Organizations*

National Council for Geographic Education. 1600 M Street, N.W., Suite 2500,
Washington, D.C. 20036 (202) 775-7832
http://www.multimedia2.freac.fsu.edu/NCGE/

Kansas Geography Alliance. Fort Hays State University, 600 Park Street, 331 Tomanek Hall, Hays,
Kansas 67601-4099 (785) 628-5821
http://www.fhsu.edu/kga/

National Geography Education Services. 1145 17th Street, N.W., Washington, D.C. 20036-4688
(800) 368-2728

## APPENDIX 7

*Reference Material/Lessons*

ARGUS (Activities and Readings in Geography of the United States). Association of American Geographers,
1710 16th Street, N. W., Washington, D. C. 20009

CTIR (Center for Teaching International Relations). University of Denver, Denver, Colorado 80202
(303) 781-2164 Sample Titles: Exploring the Developing World, Geographic Perspectives, Global Issues
in the Elementary Classroom, Teaching About Africa.

Population Reference Bureau. 1875 Connecticut Avenue, N.W., Suite 520, Washington, D.C. 20009
(202) 483-1100 Sample Title: Connections: Linking Population and the Environment

United States Census Bureau. Data User Services Division, United States Department of Commerce, Washington, D. C. 20233

The World Bank. 1818 H Street, N. W., Washington, D. C. 20433 Sample Titles: The Developmental Data Book: A Guide to Social and Economic Statistics, The Environmental Data Book: A Guide to Statistics on the Environment and Development

World Eagle, Inc. 64 Washburn Avenue, Wellesley, Massachusetts 02181 Sample Titles: Africa Today, The Middle East Today, The United States Today

*Technology Resources*

Cities of Today, Cities of Tomorrow Units
http://www.un.org/Pubs/CyberSchoolBus/special/habitat/toc/htm

E-Conflict http://www.emulateme.com

How Far Is It? http://www.indo.com/distance

National Geographic Society http://nationalgeographic.com/resources

## HISTORY

*National Standards*

National Standards for History. National Center for History in the Schools, University of California–Los Angeles, 10880 Wilshire Boulevard, Suite 761, Los Angeles, California 90024-4108 ISBN 0-9633218-4-6

National Standards for History for Grades K-4. National Center for History in the Schools, University of California–Los Angeles, 10880 Wilshire Boulevard, Suite 761, Los Angeles, California 90024-4108 ISBN 0-9633218-3-8

National Standards for World History. National Center for History in the Schools, University of California–Los Angeles, 10880 Wilshire Boulevard, Suite 761, Los Angeles, California 90024-4108 ISBN 0-9633218-2X

*National and State Organizations*

American Association for State and local History. 1717 Church Street, Nashville, Tennessee 37203 (615) 320-3203 http://www.aaslh.org

Kansas Council for History Education. (Mike Bruner) 1002 Pecan, Humbolt Kansas 66748 (316) 472-3698

Kansas Heritage Center. 1000 North Second Avenue, P.O. Box 1207, Dodge City, Kansas 67801 (316) 227-1616 info@ksheritage.org

Kansas State Historical Society, 6425 S. W. Sixth Street, Topeka, Kansas 66615 (785) 272-8681 http://www.kshs.org

National Center for History in the Schools, University of California–Los Angeles, 231 Noore Hall, Los Angeles, California 90024 (310) 825-4702

National Council for History Education, 26915 Westwood Road, Suite B2, Westlake, Ohio 44145 http://www.history.org/nche

*Reference Material/Lessons*

***KANSAS***

Indians of Kansas. William Unrau, Kansas State Historical Society, 1991, ISBN 0877260419

Kansas History: An Annotated Bibliography. Homer Socolofsky and

Virgil Dean, Greenwood Press, 1992, ISBN 0313282382

Kansas: A Land of Contrasts. Robert W. Richmond, Forum Press, 1999, ISBN 0882959492

Kansas Land. Thomas Isern and Raymond Wilson, Gibbs Smith Publishing, 1988, ISBN 0879052759

Kansas Revisited: Historical Images and Perspectives. Paul Stuewe, editor, Division of Continuing Education, University of Kansas, 1998, ISBN 0936352167

Peopling the Plains. James Shortridge, University Press of Kansas, 1995, ISBN 0700606971

*United States*

After the Fact: The Art of Historical Detection. James West Davidson and Mark Hamilton Lytle, Alfred Knopf, New York, 1986, ISBN 0394354753

The American History Reader…Words That Moved A Nation. Diane Ravitch, editor, Harper, New York, 1991, ISBN 0060164808

Bring History Alive! A Sourcebook for Teaching American History. David Vigiliante and Ross E. Dunn, National Center for History in the Schools, Los Angeles, California, 1996, ISBN 0-9633218-6-2

*World*

Africa: The History of the Continent. John Tliffe, Cambridge University Press, 1996, ISBN 0521484227

Bring History Alive! A Sourcebook for Teaching World History. David Vigiliante and Ross E. Dunn, National Center for History in the Schools, Los Angeles, California, 1996, ISBN 0-9633218-6-2

Building A World History Curriculum. National Council for History Education, 1997 (see above)

China: A New History. John King Fairbank and Merle Goldman, Harvard University Press, 1998, ISBN 0674116739

Europe: A History. Norman Davis, Harper Collins, 1998, ISBN 0060974680

The Greatest Benefit of Mankind: A Medical History of Humanity. Roy Porter,

Norton and Company, 1998, ISBN 0393046346

History of the World. J. M. Roberts, Oxford University Press, 1993, ISBN 0195210433

*Technology Resources*

The American Civil War Page
http://funnelweb.utcc.utk.edu/~hoemann/warweb/html

Kansas Historical Society Teachers Page
http://ukanix.cc.ukans.edu/heritage.kshs/you/teach.htm

History Channel Classroom
http://www.historychannel.com/hisnav.map/10318

Kansas Revisited: Historical Images and Perspectives. Paul Stuewe, editor, Division of Continuing Education, University of Kansas, 1998, ISBN 0936352167

Peopling the Plains. James Shortridge, University Press of Kansas, 1995, ISBN 0700606971

*United States*

After the Fact: The Art of Historical Detection. James West Davidson and Mark Hamilton Lytle, Alfred Knopf, New York, 1986, ISBN 0394354753

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*World*

Africa: The History of the Continent. John Tliffe, Cambridge University Press, 1996, ISBN 0521484227

Bring History Alive! A Sourcebook for Teaching World History. David Vigiliante and Ross E. Dunn, National Center for History in the Schools, Los Angeles, California, 1996, ISBN 0-9633218-6-2

## APPENDIX 7

*World* (cont'd)

Building A World History Curriculum. National Council for History Education, 1997 (see above)

China: A New History. John King Fairbank and Merle Goldman, Harvard University Press, 1998, ISBN 0674116739

Europe: A History. Norman Davis, Harper Collins, 1998, ISBN 0060974680

The Greatest Benefit of Mankind: A Medical History of Humanity. Roy Porter, Norton and Company, 1998, ISBN 0393046346

History of the World. J. M. Roberts, Oxford University Press, 1993, ISBN 0195210433

*Technology Resources*

The American Civil War Page
http://funnelweb.utcc.utk.edu/~hoemann/warweb/html

Kansas Historical Society Teachers Page
http://ukanix.cc.ukans.edu/heritage.kshs/you/teach.htm

History Channel Classroom
http://www.historychannel.com/hisnav.map/10318

History Today
http://www.historytoday.com

National History Day
http://www.thehistorynet.com/NationalHistoryDay/

Project Whistlestop
http://www.whistlestop.org

The Smithsonian Institution
http://www.si.edu

The United States Holocaust Museum
http://www.ushmm.org/

## SOCIAL STUDIES

*National Standards*

Curriculum Standards for Social Studies: Expectations for Excellence. National Council for the Social Studies, 3501 Newark Street, N. W., Washington, D. C. 20016 ISBN 0-87986-065-0

*National and State Organizations*

National Council for the Social Studies, 3501 Newark Street, N. W., Washington, D. C. 20016 (202) 966-7840 http://www.ncss.org

Kansas Council for the Social Studies, (Reba Larson) 6926 West 101st Street, Overland Park, Kansas 66212 (913) 381-3635

*Reference Material/Lessons*

Annual Editions. Dushkin Publishing, Guilford Connecticut 06437. Sample Titles: Africa, American Government, American History, China, Global Issues, Macroeconomics, Money and Banking, Pre-Modern World History, Post-Civil War, Third World, World Politics.

"Assessing Discussion of Public Issues," in Handbook on Teaching Social Issues. NCSS Bulletin 93, R. W. Evans and D. W. Szxe, editors, National Council for the Social studies, 1997

News Matters, Knowledge Unlimited, P. O. Box 52, Madison, Wisconsin 53701 (800) 356-2303

Renewing the Social Studies Curriculum. Walter Parker, Association for Supervision and Curriculum Development, Alexandria, Virginia, 1991

Strategic Teaching Reading Project, North Central Regional Educational Laboratory, Office of Educational Research and Improvement, Oak Brook, Illinois, 1995

The Teaching of Thinking and Problem Solving, R. S. Nickerson and R. J. Sternberg, editors. Academic Press, San Diego, California, 1994

TV News Game. Cass Street Publishers, 2424 E. Webster #102, Milwaukee, Wisconsin 53211
(414) 906-9500

## APPENDIX 7

*Technology Resources*

Lesson Plans
http://nopsstech.com/

Library of Congress
http://lcwseb.loc.gov

Social Studies Lesson Plans and Resources
http://www.csun.edu

SSCED Teaching Strategies
http://www.tea.state.tx.us/

Teaching Strategies
http://www.interactiveclassroom.com/

Social Studies Resources
http://sun.kent.wednet.edu/curriculum/soc studies/soc studies.html

Social Studies Teaching Aids
http://coolschool.edu/

Southern Poverty Law Center
http://splc.org

**U.S. Department of Education**
*Office of Educational Research and Improvement (OERI)*
*National Library of Education (NLE)*
*Educational Resources Information Center (ERIC)*

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